DOCUMENT RESUME

ED 425 022 PS 027 208

AUTHOR	Cesarone, Bernard, Ed.; Preece, Laurel, Ed.
TITLE	ERIC/EECE Newsletter. 1994-1998.
INSTITUTION	ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
ISSN	ISSN-0883-4148
PUB DATE	1998-00-00
NOTE	63p.; Volumes 1-5 no longer available from source.
CONTRACT	R93002007
PUB TYPE	Collected Works - Serials (022) -- ERIC Publications (071)
JOURNAL CIT	ERIC/EECE Newsletter; v6 n1-v10 n2 Mar 1994-1998
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Child Development; *Day Care; *Early Childhood Education; *Educational Quality; Fathers; Internet; Newsletters; Parent Participation; Research and Development; Resilience (Personality); Rewards; Television Viewing; Theory Practice Relationship; *Violence
IDENTIFIERS	ERIC Clearinghouse on Elementary Early Child Educ; *Project Approach (Katz and Chard); Reggio Emilia Approach

ABSTRACT

This document consists of 10 issues (created over 5 years) of the newsletter of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Each issue contains a feature article and one or more short articles on topics related to early childhood education, calls for papers, announcements about Internet resources, news items about and lists of publications from ERIC/EECE, or articles about child care from the Adjunct ERIC Clearinghouse on Child Care. The feature articles discuss: (1) the project approach; (2) risks of rewards for children; (3) adapting ideas from the Reggio Emilia (Italy) approach to preschool education in the United States; (4) fostering resilience in children; (5) resolving differences between teachers and parents; (6) male involvement in early childhood programs; (7) applying child development knowledge; (8) implications of research for practice; (9) television violence; and (10) selecting topics for project work. Articles related to child care concern establishing family-centered child care programs, improving the quality and availability of child care, inclusion, quality in child care, and intergenerational child care. Additional short articles address topics of: (1) violence and young children; (2) integrated curriculum; (3) Hispanic parent involvement in ECE; (4) documentation and quality in ECE; (5) transitions to middle school; and (6) reports from a kindergarten study. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ERIC/EECE Newsletter
vol 6 no 1
March 1994

ERIC Clearinghouse on Elementary and Early Childhood Education
805 W. Pennsylvania Ave. • Urbana, IL 61801-4897
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@ux1.cso.uiuc.edu

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 425 022

The Project Approach

Interest in involving children in group projects has been growing for several years. This renewed interest is based on recent research on children's learning, on a trend toward integrating the curriculum, and on the impressive reports of group projects conducted by children in the preprimary schools of Reggio Emilia, Italy (Edwards et al., 1993).

A project is an in-depth investigation of a topic worth learning more about. The investigation is usually undertaken by a group of children within a class, sometimes by a whole class, and occasionally by an individual child. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the children, the teacher, or the teacher working with the children. The goal of a project is to learn more about the topic rather than to seek right answers to questions posed by the teacher.

Advocates of the project approach do not suggest that project work should constitute the whole curriculum. Rather, they generally suggest that it is best seen as complementary to the other, more systematic, parts of the curriculum. Systematic instruction helps children *acquire* skills, addresses *deficiencies* in children's learning, stresses *extrinsic* motivation, and allows teachers to direct the work and specify tasks. Project work, by contrast, provides children with opportunities to *apply* skills, addresses children's *proficiencies,* stresses *intrinsic* motivation, and encourages children to determine what to work on.

Related to project work are themes and units. Themes are broad concepts such as "seasons" or "animals." Units consist of a set of preplanned lessons and activities on a particular topic. With themes and units, children usually have little role in specifying the questions to be answered as the work proceeds. Themes and units have an important place in the curriculum, but they are not substitutes for projects, in which children ask questions that guide the investigation and make decisions about the activities to be undertaken. The topic of a project is a real phenomenon that children investigate directly rather than through library research. Topics draw children's attention to questions such as How do things work?; What do people do?; and What tools do people use? Depending on the ages and skills of the children, activities engaged in during project work include drawing, writing, reading, recording observations, and interviewing experts. The information gathered is summarized and represented in graphs, charts, diagrams, paintings and drawings, murals, models and other constructions, and reports to peers and parents.

Katz and Chard (1989) suggest that projects can be implemented in three phases. In *Phase 1, Getting Started,* the children and the teacher devote several discussion periods to selecting and refining the topic to be investigated. The topic may be proposed by a child or by the teacher. Criteria to be considered in selecting topics are: (1) a close relation to the children's everyday experience; (2) integration of a range of subjects; (3) sufficient richness to allow for at least a week of exploration; and (4) suitability for examination in school rather than at home. After selecting the topic, teachers usually begin by making a web, sometimes called a concept map, on the basis of "brainstorming" with the children.

Phase 2, Field Work, which is the heart of the project, involves children in investigating, drawing, constructing models, recording findings, exploring, predicting, and discussing and dramatizing their new understandings (Chard,

Inside...

- National Parent Information Network
- Violence and Young Children
- Calls for Papers
- Interested in Integrated Curriculum?

PS 022708

BEST COPY AVAILABLE

1992). *Phase 3, Culminating and Debriefing Events,* includes preparing and presenting reports of findings.

One example of an investigation of an everyday object in children's environments is a project called "All About Balls." A kindergarten teacher asked the children to collect as many old balls as they could. She developed a web by asking what the children might like to know about the balls. The children collected 31 different kinds of balls. The children then formed groups to examine specific questions. One group studied the surface texture of each ball and made rubbings to represent their findings, while another group measured the circumference of each ball with pieces of string. A third group tried to determine what each ball was made of.

This project involved the kindergartners in a wide variety of tasks: drawing, measuring, writing, reading, and listening. The children learned a rich new vocabulary as their knowledge of a familiar object deepened and expanded.

For More Information

Chard, S.C. (1992). *The Project Approach: A Practical Guide for Teachers.* Edmonton, Alberta: University of Alberta Printing Services.

Edwards, C., L. Gandini, and G. Forman. (Eds.). (1993). *The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education.* Norwood, NJ: Ablex. ED355034.

Katz, L.G. and S.C. Chard. (1989). *Engaging Children's Minds: The Project Approach.*

This column was adapted from a 1994 digest on the project approach by Lilian G. Katz, published by ERIC/EECE. To order this digest contact the clearinghouse at ericeece@ux1.cso.uiuc.edu (email) or 800-583-4135 (phone), or use the newsletter insert.

National Parent Information Network

The National Parent Information Network (NPIN) is a national electronic network for parents and parent educators, community planners, professional organizations, and others who work with families. The purposes of the network are to provide easy access to information that parents want in a supportive setting, and an opportunity for parents and those who work with them to participate in the national information infrastructure.

The network itself has two layers: a primary level for parents and a secondary level for parent educators. Its design and construction are being guided by present and future users. Accessible through the Internet, NPIN can be used from homes, parent centers, schools, public libraries, social agencies, health clinics, and other places where parents and those who work with them are likely to be looking for information on parenting and schooling. During the initial phase of the project (1994-95), the NPIN will be used at several sites around the country, including family resource centers in low-income housing areas. NPIN will provide:

- the complete text of short articles written for parents on a wide variety of topics, including child rearing and child development, immunization schedules and other general health concerns, behavior problems, disabilities, family literacy, testing, working with teachers, school readiness, multicultural education, and home activities related to math, science, and reading;
- a question-answering service for parents and parent educators that will link them to subject experts in professional associations, ERIC clearinghouses, universities, and government agencies;
- listings of materials from professional associations and other organizations that are available for parents and parent educators;
- descriptions of innovative and exemplary parent education and involvement programs; and
- access to ERIC digests and other education-related materials.

A coalition of ERIC clearinghouses is building NPIN, led by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) and the ERIC Clearinghouse on Urban Education (ERIC/CUE). The pilot project is already underway. Other organizations already taking part are the National Urban League, the Illinois Parent Initiative, PRAIRIENET (the East Central Illinois Freenet), the National PTA, several federally funded regional educational laboratories, and several other ERIC clearinghouses. Other parenting groups and professional associations are invited to participate by providing parenting materials and cooperating in the implementation of NPIN. A review board will be created to ensure that high-quality, culturally sensitive materials are included.

For more information about NPIN, or to become a contributor to or user of NPIN, please contact ERIC/EECE at 1-800-583-4135.

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
805 W. Pennsylvania
Urbana, Illinois 61801-4897

ERIC/EECE PUBLICATIONS

NO-COST ITEMS

ERIC Digests

Concise reports on timely issues. Up to five digests may be requested per order. No postage and handling charges required.

☐ ***The Project Approach,*** by Lilian G. Katz. 1994.

☐ ***Video Games and Children,*** by Bernard Cesarone. 1994.

☐ ***Lasting Benefits of Preschool Programs,*** by Lawrence J. Schweinhart. 1994.

☐ ***Using Federal Funds to Improve Child Care,*** by Helen Blank. 1994.

☐ ***Dispositions as Educational Goals,*** by Lilian G. Katz. 1993.

☐ ***Self-Esteem and Narcissism: Implications for Practice,*** by Lilian G. Katz. 1993.

☐ ***Collaboration: The Prerequisite for School Readiness and Success,*** by Linda Kunesh and Joanne Farley. 1993.

☐ ***Young Children's Social Development: A Checklist,*** by Diane E. McClellan and Lilian G. Katz. 1993.

☐ ***Developmentally Appropriate Programs,*** by Marjorie Kostelnik. 1993.

☐ ***Multiple Perspectives on the Quality of Early Childhood Programs,*** by Lilian G. Katz. 1993.

☐ ***Health Care, Nutrition, and Goal One,*** by Bernard Cesarone. 1993.

☐ ***Homeless Children: Meeting the Educational Challenges,*** by Brad Goins and Bernard Cesarone. 1993.

☐ ***Reggio Emilia: Some Lessons for U.S. Educators,*** by Rebecca S. New. 1993.

☐ ***Problem Solving in Early Childhood Classrooms,*** by Joan Britz. 1993.

☐ ***Teacher-Parent Partnerships,*** by Kevin J. Swick. 1992.

☐ ***The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children,*** by Cathy Grace. 1992.

☐ ***Aggression and Cooperation: Helping Young Children Develop Constructive Strategies,*** by Jan Jewett. 1992.

☐ ***Nongraded and Mixed-Age Grouping in Early Childhood Programs,*** by Lilian G. Katz. 1992.

☐ ***Implementing an Anti-Bias Curriculum in Early Childhood Classrooms,*** by Julie Bisson Hohensee and Louise Derman-Sparks. 1992.

☐ ***Montessori Programs in Public Schools,*** by John Chattin-McNichols. 1992.

☐ ***The Role of Parents in the Development of Peer Group Competence,*** by Shirley G. Moore. 1992.

☐ ***Understanding and Facilitating Preschool Children's Peer Acceptance,*** by Kristen M. Kemple.

☐ ***Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts,*** by Willard W. Hartup. 1992.

☐ ***Beyond Transition: Ensuring Continuity in Early Childhood Services,*** by Joan Lombardi. 1992.

☐ ***Integrated Curriculum in the Middle School,*** by James Beane. 1992.

Annotated Resource Lists

Eight to 10 ERIC citations on a particular topic.

☐ ***Self-Esteem***
☐ ***Resources for Parent Educators***
☐ ***Reporting to Parents***
☐ ***Enhancing Children's Social Skills***
☐ ***Developmentally Appropriate Programs***

ERIC/EECE Newsletters

☐ ERIC/EECE Newsletter
To receive the free, twice yearly *ERIC/EECE Newsletter,* check here.

☐ The MAGnet Newsletter
For a free sample issue of *The MAGnet,* a newsletter on mixed-age grouping (twice yearly, $6), check here.

ERIC System information

☐ Pocket Guide to ERIC; flyers on "Access Points to ERIC" and "The AskERIC Service."

PUBLICATIONS

Major Publications

☐ ***Distinctions between Self-Esteem and Narcissism: Implications for Practice***, by Lilian G. Katz (1993). Cat. #212, 82p., $10.

☐ ***Helping Others with Their Teaching***, by Lilian G. Katz (Revised 1993). Cat #213, 30p., $5.

☐ ***Dispositions: Definitions and Implications for Early Childhood Practices***, by Lilian G. Katz (1993). Cat. #211, 47p., $5.

☐ ***Multiculturalism in Early Childhood Programs***, by Carmen Treppte, Victoria R. Fu, and Andrew J. Stremmel (1993). Cat. #210, 99p., $12.

☐ ***Trends and Issues in the Dissemination of Child Development and Early Education Knowledge***, by Lilian G. Katz (1993). Cat. #209, 28p., $5.

☐ ***Five Perspectives on the Quality of Early Childhood Programs***, by Lilian G. Katz (1993). Cat. #208, 94p., $12.

☐ ***The Teacher's Role in the Social Development of Young Children,*** by Lilian G. Katz and Diane E. McClellan. (1991) Cat. #207, 80p., $10.

ReadySearches

ReadySearches are computer search reprints with 35 or more abstracts of ERIC documents and journal articles ($8.00 each plus $1.50 postage and handling).

☐ ***Social Competence in Early Childhood*** (Cat. #116). September, 1993. $8.

☐ ***Developmentally Appropriate Programs for Young Children*** (Cat. #109). December, 1993. $8.

☐ ***Parent Education: The Early Years*** (Cat. #110). September, 1993. $8.

☐ ***Mixed-age Groups in Early Childhood and Elementary Education*** (Cat. #112). December, 1993. $8.

☐ ***Family-Centered/State-Sponsored Early Childhood Programs*** (Cat. #113). September, 1993. $8.

☐ ***Family Literacy*** (Cat. #114). September, 1993. $8.

☐ ***Meeting Goal One: All Children in America Will Start School Ready to Learn*** (Cat. #115). April, 1993. $12. (An expanded *ReadySearch* with 83 abstracts.)

☐ ***Multicultural Education in Elementary and Early Childhood Education*** (Cat. #117). December, 1993. $8.

Ordering Information

Check or money order, made payable to the University of Illinois, must accompany all orders for cost items. Allow 3 to 6 weeks for delivery. **Checks from outside the United States must be payable in U.S. dollars through a U.S. bank.** No postage and handling is necessary for no-cost items.

Name_____

Organization_____

Street_____

City_____ State_____ Zip____

Title/Occupation_____

Cost Items:

- Total Cost of items _____
- Postage and Handling. Add $1.50 postage and handling (overseas orders, add $3.00) to the cost of each item ordered. (No postage and handling necessary for no-cost items.) _____

Total amount enclosed: _____

Make checks payable to:
The University of Illinois

Send completed order form to:

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

****

Please do not detach ordering information from the rest of the flyer. For information on quantity orders, or for other information, contact ERIC/EECE:

phone:	**217-333-1386**
800 phone:	**800-583-4135**
fax:	**217-333-3767**
email:	**ericeece@ux1.cso.uiuc.edu**

March 1994

Violence and Young Children: Developmental Consequences

Children are hurt when they are the victims of violence and also when they witness violence. During the first year of life, a primary task for an infant is the development of trust. An infant's learning to trust is dependent on the family's ability to provide consistent care and to respond to the infant's need for love and stimulation. This kind of caregiving is compromised when the infant's family lives in a community racked by violence and in which they fear for their safety.

During the preschool years, toddlers have an inner push to try out their newly gained skills such as walking, jumping, and climbing. These abilities are best practiced in parks and playgrounds, not in crowded apartments. However, often young children who live in communities racked by crime and menaced by gangs may not be permitted by their parents or other caregivers to play out of doors. These restrictions hinder toddlers' development.

Although the early years are critical in setting the stage for future development, children's experiences during the school years are also important to their healthy growth. When children suffer or witness violence in the home or community, they can exhibit distorted memory or compromised cognitive functioning; are more likely to use violence themselves; and may suffer repression of feelings or regression to less mature stages of development.

Further information and references on the effects of violence on children's lives can be found in a digest by Lorraine Wallach soon to be published by the ERIC/EECE clearinghouse.

References

Garbarino, J. and others. (1992). *Children in Danger: Coping with the Consequences of Community Violence.* San Francisco: Jossey-Bass. ED346217.

Wallach, L. (1993). Helping Children Cope with Violence. *Young Children* 48(2, May): 4-11. EJ462996.

Calls for Papers

The ERIC/EECE clearinghouse seeks authors for digests on topics related to early childhood and elementary education, and for monographs in its *Perspectives* series. Contact Bernard Cesarone, Editor, at: ERIC/EECE, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897; 800-583-4135; or cesarone@uiuc.edu.

Dimensions of Early Childhood seeks articles in the areas of science and math for preschool and primary grade children. Contact Elizabeth Shores, Editor, P.O. Box 56130, Little Rock, AR 72215.

Children's Environments seeks articles on the topic of "Children in Environments of Stress" for its spring 1995 issue. Contact the Children's Environments Research Group, CUNY, 33 West 42nd Street, New York, NY 10036.

Interested in Integrated Curriculum? Try ERIC!

The ERIC database contains a wealth of information on integrated curriculum for all grade levels. Highlighted here are a few recent items on K-8 education.

Carroll, Jacquelin H. and others. (1993). Integrated Language Arts Instruction: Reviews and Reflections. *Language Arts* 70(4, Apr): 310-315. EJ461023.

Farivar, Sydney. (1993). Continuity and Change: Planning an Integrated History-Social Science/English-Language Arts Unit. *Social Studies Review* 32(2, Win): 17-24. EJ467878.

Mergendoller, John R. and Elly B. Pardo. (1991). *An Evaluation of the MacMagic Program at Davidson Middle School.* 53p. ED351143.

Reynolds, Maynard C. and Andrea G. Zetlin. (1993). *A Manual for 20/20 Analysis: A Tool For Instructional Planning.* 38p. ED358183.

Schumacher, Donna H. (1992). *A Multiple Case Study of Curriculum Integration by Selected Middle School Interdisciplinary Teams of Teachers.* 37p. ED356518.

Seif, Elliott. (1993). Integrating Skill Development across the Curriculum. *Schools in the Middle* 2(4, Sum): 15-19. EJ465262.

Slay, Jane V. and Sherril A. Pendergast. (1993). Infusing the Arts across the Curriculum. *School Administrator* 50(5, May): 32-35. EJ462432.

Young, Eileen Boyle. (1993). *Using Computers in Summer Fun in the City.* 7p. ED357549.

Most ERIC documents (ED) are available in ERIC microfiche collections at more than 825 locations worldwide and can be ordered from EDRS: 800-443-ERIC. Journal articles (EJ) are available from the original journal, interlibrary loan services, or article reproduction clearinghouses, such as UMI 800-732-0616 or ISI 800-523-1850.

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

Address Correction Requested

NON-PROFIT ORG.
U.S. POSTAGE
PAID
CHAMPAIGN,

ERIC/EECE Newsletter

ISSN 0883 4148

Volume 6 Number 1 March 1994

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR97002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Bernard Cesarone.

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 805 W. Pennsylvania, Urbana, IL 61801-4897.

ERIC/EECE Newsletter
vol 6 no 2
October 1994

ERIC Clearinghouse on Elementary and Early Childhood Education
805 W. Pennsylvania Ave. • Urbana, IL 61801-4897
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@ux1.cso.uiuc.edu

The Risks of Rewards

Many educators are acutely aware that punishment and threats are counterproductive. Making children suffer in order to alter their future behavior can often elicit temporary compliance, but this strategy is unlikely to help children become ethical, compassionate decision makers. Punishment, even if referred to euphemistically as "consequences," tends to generate anger, defiance, and a desire for revenge. Moreover, it models the use of power rather than reason and ruptures the important relationship between adult and child.

Of those teachers and parents who make a point of not punishing children, a significant proportion turn to the use of rewards. Stickers and stars, A's and praise, awards and special privileges, are routinely used to induce children to learn or comply with an adult's demands (Fantuzzo et al., 1991). As with punishments, the offer of rewards can elicit temporary compliance in many cases. Unfortunately, carrots turn out to be no more effective than sticks at helping children to become caring, responsible people or lifelong, self-directed learners.

Studies have found that behavior modification programs are rarely successful at producing lasting changes in attitudes or even behavior. Disturbingly, researchers have discovered that children whose parents make frequent use of rewards tend to be less generous than their peers (Grusec, 1991). Indeed, extrinsic motivators do not alter the emotional or cognitive *commitments* that underlie behavior—at least not in a desirable direction.

Rewards are no more helpful at enhancing achievement than they are at fostering good values. At least two dozen studies have shown that people expecting to receive a reward for completing a task (or for doing it successfully) simply do not perform as well as those who expect nothing (Kohn, 1993). This effect is robust for young children, older children, and adults; for males and females; for rewards of all kinds; and for tasks ranging from memorizing facts to designing collages to solving problems.

Deci and Ryan (1985) describe the use of rewards as "control through seduction." Control, whether by threats or bribes, amounts to doing things *to* children rather than working *with* them. This ultimately frays relationships, both among students (leading to reduced interest in working with peers) and between students and adults (insofar as asking for help may reduce the probability of receiving a reward). Moreover, students who are encouraged to think about grades, stickers, or other "goodies" become less inclined to explore ideas, think creatively, and take chances.

The implications of this analysis and these data are troubling. If the question is "Do rewards motivate students?" the answer is "Absolutely: they motivate students to get rewards." Unfortunately, that sort of motivation often comes at the expense of interest in, and excellence at, whatever they are doing. What is required, then, is nothing short of a transformation of our schools.

First, classroom management programs that rely on rewards and consequences ought to be avoided by any educator who wants students to take responsibility for their own behavior—and by any educator who places internalization of positive values ahead of mindless obedience. Second, assessment practices should help students experience success and failure not as reward and punishment, but as information.

In short, good values have to be grown from inside out. Attempts to short-circuit this process by dangling

Inside...

- ERIC/EECE Digests in Spanish
- Collaborations: Child Care Centers
- ERIC/EECE on the Internet
- New Publication on Reggio Emilia
- Assessment Conference

PS 022028

rewards in front of children are at best ineffective, and at worst counterproductive. Children are likely to become enthusiastic, lifelong learners as a result of being provided with an engaging curriculum; a safe, caring community in which to discover and create; and a significant degree of choice about what they are learning. Rewards—like punishments—are unnecessary when these things are present, and are ultimately destructive in any case.

For More Information

Deci, E. L., and R. M. Ryan. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior.* New York: Plenum.

Fantuzzo, J.W., C.A. Rohrbeck, A.D. Hightower, and W.C. Work. (1991). Teachers' Use and Children's Preferences of Rewards in Elementary School. *Psychology in the Schools* 28(2, Apr): 175-181.

Grusec, J.E. (1991). Socializing Concern for Others in the Home. *Developmental Psychology* 27(2, Mar): 338-342.

Kohn, A. (1993). *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes.* Boston: Houghton Mifflin.

This column was adapted from a 1994 digest, *The Risks of Rewards*, by Alfie Kohn, published by ERIC/EECE. To order this digest contact the clearinghouse by phone at (217) 333-1386 or (800) 583-4135 or by email at ericeece@ux1.cso.uiuc.edu, or use the newsletter insert.

Los Digest del ERIC ahora a la disposición del lector hispanoparlante

Hable Espanol? Contact ERIC/EECE for a list of all ERIC Digests in Spanish available from the ERIC system, including *Guidelines for Family TV Viewing (Guía Para Ver La Televisión En Familia)*, *Positive Discipline* (*La Disciplina Positiva*), and *The Project Approach* (*El Método Llamado Proyecto*).

A Spanish translation of *Assessing the Development of Preschoolers* is also in process. Each year, ERIC/EECE will translate into Spanish approximately four of its digests. ERIC/EECE welcomes any feedback from digest readers on which digests, if translated into Spanish, would be most useful to the Spanish-speaking community. Contact ERIC/EECE with your suggestions.

Collaborations To Provide Services at Child Care Centers: An Example

New types of collaborations between various agencies and organizations can create opportunities to provide high-quality child care and to offer innovative combinations of services to parents and children. One such collaboration, between Susquehanna University in central Pennsylvania and a service agency, Snyder, Union, Mifflin Child Development, Inc. (SUMCD), resulted in the building of a child care center that serves families in the university and surrounding community.

According to the terms of this partnership, Susquehanna University owns the center, and SUMCD is responsible for the long-term debt and for providing services at the center. The University participated in quality control meetings during the building of the center; SUMCD managed the design and construction of the building, and raised about 50% of the project cost.

The University and SUMCD sought to incorporate innovative elements into the design of the 7,000 square foot facility, which includes four classrooms, a multipurpose room, a kitchen, and offices. A 6,000 square foot handicapped-accessible playground is located behind the building. A centrally located conference and observation room with one-way mirrored glass is used by college students in teacher training programs. Total inclusion practices for children with disabilities are supported by the design.

The center offers Head Start classes and child care for preschoolers and school-age children. A single education supervisor oversees classroom education services in all the classrooms and coordinates various early intervention placements with the local education agency that provides the intervention services.

The center offers parents ease of co-placements of their children in Head Start, full-day child care, and full-day infant-toddler care programs. Staff in these programs coordinate activities to ensure that services are appropriate to each child's needs when co-enrollments and multiple placements occur. About 30% of the children are enrolled in more than one program. Staff in each program work closely with parents and help families access the community resources that they need.

For more information about the design or services of the Susquehanna Children's Center, contact Sharon Koppel, Executive Director, SUMCD, Inc., P.O. Box 296, Mifflinburg, PA 17844; (717) 966-2845; fax (717) 966-9693.

ERIC/EECE and the Internet

Not all that long ago, the word *gopher* referred to a small squirrel-like rodent, a *MOSAIC* was an intricate art object made of many pieces, a *server* was a waiter in a restaurant, and a *web* was something sticky and complex, created by a spider.

Today these words have new meanings in the context of electronic networking. ERIC/EECE is creating a home on the Internet for early childhood educators, parents, and others with an interest in early education, parenting, and child development and care. An Apple equipment grant has provided ERIC/EECE with a *server* (a computer used primarily to store files and provide network users with access to the files) for a *World Wide Web site* (a server with the ability to link documents at one location with files at another location).

The ERIC/EECE WWW server will house a *gopher* site (gopher is software developed at the University of Minnesota to provide flexible access to resources on the Internet). Gopher and World Wide Web sites offer some of the best and most useful resources on the Internet. If you are choosing an electronic network to subscribe to, be sure that it allows you to use *at least* gopher capabilities (not all commercial networks offer this feature).

Many features on the ERIC/EECE WWW will be usable through *MOSAIC* (retrieval software) as well as through *LYNX* (software that allows use of hypertext links, but not of graphics), or through gopher. MOSAIC allows the use of graphics, colorful displays, and hypertext links from local files to documents anywhere on the Internet. Over time, most resources on the gopher site now at ERIC/EECE will also be available though MOSAIC.

If you are ready to start down the information superhighway, or if you want to learn more about using the ERIC/EECE express lane, *A to Z: The Early Childhood Educator's Guide to the Internet* will be a useful travel book. The gopher address for ERIC/EECE is *ericps.ed.uiuc.edu.*

New Publication on Reggio Emilia

Early childhood educators around the world are inspired and enlightened by the activities of the preschools in Reggio Emilia, Italy, which are among the best in the world. A new publication by ERIC/EECE, *Reflections on the Reggio Emilia Approach,* examines ways in which knowledge of the education provided in these preschools can contribute to improving early education in the United States.

The publication consists of seven papers. The first four, originally presented at a symposium on Reggio Emilia, examine issues to consider when the Reggio Emilia approach is adapted to the United States (Lilian Katz); share insights of teachers who implemented the approach in St. Louis area schools (Brenda Fyfe); place issues relevant to the Reggio Emilia approach in a wider cultural context (Rebecca New); and focus on the role of graphic "languages" in young children's learning (George Forman).

The remaining three papers outline the Reggio Emilia preschools' approach to staff development and relationships (Carlina Rinaldi); present a case study of the implementation of a project in the Reggio Emilia preschools (Giordanna Rabbitti); and explain how teachers in three communities define their roles and their beliefs about children as learners (Carolyn Edwards, Lella Gandini, and John Nimmo).

These papers offer a rich mixture of ideas and information about early childhood education at its best. Appended to the papers is a bibliography of documents and journal articles on the Reggio Emilia approach, derived from an ERIC database search.

Conference Announcement: Assessment '95

The *Assessment '95: Compelling Issues and Practical Applications in K-12 Assessment* conference will be held from January 13-15, 1995, in Tucson, Arizona. The goals of this conference are to provide K-12 student services specialists with an overview of new developments in assessment; and to explore how student services specialists can improve their professional collaboration.

The conference is being offered by the Association for Assessment in Counseling (AAC) and the ERIC Counseling and Student Services Clearinghouse (ERIC/CASS), and is being sponsored by 14 other organizations. Lilian Katz, Director of the ERIC/EECE clearinghouse, will present an address on "Building and Assessing Social Competence in Children." Other ERIC Directors (Larry Rudner and Garry Walz) will present a session on "Assessment Resources on the Information Highway."

For registration information, contact:

ERIC/CASS
School of Education, 101 Park Building
UNC-Greensboro, Greensboro, NC 27412
Phone (800) 414-9769; (910) 334-4114
Fax (910) 334-4116

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

Address Correction Requested

ERIC/EECE Newsletter

ISSN 0883 4148

Volume 6 Number 2 October 1994

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Bernard Cesarone.

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 805 W. Pennsylvania, Urbana, IL 61801-4897.

ERIC Clearinghouse on Elementary and Early Childhood Education
805 W. Pennsylvania Ave. • Urbana, IL 61801-4897
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@ux1.cso.uiuc.edu

ERIC/EECE Newsletter
vol 7 no 1
March 1995

Using Ideas from Reggio Emilia in America

In 1991, *The Hundred Languages of Children* exhibit was brought to St. Louis, Missouri. It created tremendous interest in the creativity of work by 3- to 5-year-olds from the schools of Reggio Emilia, Italy. In 1992, plans were made to begin a project to provide a system of professional development for local teachers who wished to continue their study and implementation of the principles and practices of Reggio Emilia. This paper describes some of the experiences and insights of teachers who participated in the project and highlights a few pieces of advice to teachers who are just beginning a similar study.

1. **Approach old activities in new ways.** One of the reactions to the disequilibrium experienced when old ideas and practices are challenged and new ones are being studied is a feeling of loss and helplessness. Some teachers describe feeling shaken, anxious, and incompetent. At these times, they need to be reminded that they are not alone. The research on educational innovation and reform tells us that change can be a journey into incompetence and that those who have succeeded in adapting innovations have generally started small, going at the individual's speed and moving at a pace that is comfortable. Change requires time and must be documented to assess effectiveness. The advice from our teachers is to remember that change must happen gradually and be connected to prior learning. One teacher stated, "You must be willing to give up some of your old ways, but be careful not to create a void. You need to exchange or adapt former methods of teaching."

2. **Explore the hundred languages**. Adults and children need to become familiar with the physical properties of different representational media. We are trying to understand the simplest rudiments of these media in order to establish an "alphabet" with which we can communicate and construct knowledge. Teachers have approached this goal in many ways, depending on the resources at hand. Some have drawn upon the expertise of their school's art teacher. Others have ventured into collaborative explorations of paint, clay, or paper with children. Some have begun with a study of how young children approach painting. On occasion, we have organized workshops for teachers on using clay and drawing.

3. **Plan for emergent curriculum**. Some teachers, upon first hearing that the curriculum in Reggio Emilia is not established in advance, take this to mean that little or no advance planning can be done. It has been very difficult for many of them to learn how to plan for possibilities, hypothesize directions for projects, express general goals, and plan ways to provoke and sustain children's interest. They recognize that it is important to study the ideas expressed in children's words, drawings, and play. They know that this will help them learn how to scaffold further learning, but the process of interpreting dialogue and hypothesizing possible lines of a project is often both strange and unfamiliar.

4. **Reconsider time**. Collaboration among teachers requires time for group planning, sharing, and reflection. Many teachers feel that the time available in the work schedule for this is insufficient. On the other hand, many have come to realize that some of the time that is available for group planning is used inefficiently. Teachers are beginning to recognize the kinds of advance preparation and organization needed for productive group meetings.

5. **Persevere in collaboration**. Collaboration can be wonderful and wearing. Our support network has been a source of energy, release, and growth for teachers. Discus-

Inside...

- Two New Electronic Discussion Groups
- What's New on the ERIC/EECE gopher
- Hispanic Parent Involvement
- new CD-ROM products
- Spring Conferences
- New Adjunct Clearinghouse on Child Care

PS 02208

sion is lively, and ideas flow as we share, reflect, and study together. The wearing side of collaboration surfaces when we try to debate, critique, and coordinate points of view. We find it difficult to deal with hard criticism, let go of ownership of ideas, and question our certainties. Working out relationships based on interdependence and mutual respect is demanding, to say the least.

6. **Involve parents**. All of the considerations already described must be processed with parents. Although our teachers have taken steps to increase family participation and establish a climate of openness and two-way communication, ... in the coming year we will try to support teachers ... by inviting more parents to participate in monthly meetings. This will move them into the inner circle of our network and make them true partners in the learning process.

This column was adapted from a paper by Brenda Fyfe which appears in *Reflections on the Reggio Emilia Approach*, a collection of seven papers on the educational approach used in the preschools of Reggio Emilia, Italy. This book is published by ERIC/EECE. For ordering information, or to receive a flyer that lists all the papers in this volume and their authors, use the newsletter insert or contact the clearinghouse. Contact information for ERIC/EECE is on the front page of this newsletter.

Two New Electronic Discussion Groups

ECPOLICY provides a forum for discussing policy issues related to young children, including informing policymakers, raising awareness, and encouraging community responsiveness. The list is co-owned by the NAEYC and ERIC/EECE.

SAC, a discussion group on school-age care, provides a place for discussing school-age care planning, resources, activities, and related subjects. The list is co-owned by the School-Age Child Care Project at Wellesley College and ERIC/EECE.

To subscribe to either list, send a message to:
majordomo@ux1.cso.uiuc.edu
Leave the subject blank. In the message body, type:
subscribe sac [OR *ecpolicy*] *your-email-address*
Messages posted to the group should be sent to:
sac@ux1.cso.uiuc.edu
OR *ecpolicy@ux1.cso.uiuc.edu*
For information about SAC contact Dianne Rothenberg (rothenbe@uiuc.edu) or Susan Hafer (shafer@wellesley.edu). For information about ECPOLICY contact Dianne Rothenberg or Barbara Willer (fjmf51A@prodigy.com).

What's New on the ERIC/EECE Gopher

In last fall's newsletter, we described ERIC/EECE's *gopher site*, a place where information on early childhood education is stored electronically and can be accessed by those with connections to the Internet. To get to this information, at the prompt displayed on your computer that is connected to the Internet, type the gopher command and the address of ERIC/EECE's computer. That is, type:

gopher ericps.ed.uiuc.edu

You will then see the gopher's main menu.

There are several new items on the gopher this spring. One of these is ERIC/EECE's *Current Awareness Service*. Here are abstracts, keywords, and bibliographic information prepared by ERIC/EECE for new documents and journal articles not yet incorporated into the ERIC database. These items can be found by following the menus: Publications and Services / Services / Current Awareness Service.

Another new section on the gopher is *Technology in Early Childhood Education*. This section will be overseen by the NAEYC Technology Caucus, and will contain digests, articles, and other texts on technology use by early childhood educators.

New materials have also been added to other areas on the ERIC/EECE gopher, including the National Parent Information Network (NPIN). We have also added connections to additional gophers of interest to the early childhood community.

This electronic information can also be accessed through ERIC/EECE's *world wide web site*. The URL addresses for this site and for the related NPIN site are:

http://ericps.ed.uiuc.edu/ericeece.html

http://ericps.ed.uiuc.edu/npin/npinhome.html

For more information on ERIC/EECE's electronic activities, contact the clearinghouse and ask for the flyer, "ERIC/EECE's Internet Services."

Hispanic Parent Involvement in ECE

Increasing parents' involvement in their children's education is currently viewed as a cornerstone of most school reform efforts. However, there is evidence that merely increasing the *amount* of school involvement will not necessarily lead to positive educational outcomes, especially for children in Hispanic families. One way to determine effective strategies for connecting Hispanic parents and their

children's early childhood programs is to develop a greater understanding of the features of Hispanic culture that influence parents' childrearing and socialization practices, communication styles, and orientation toward formal education.

Hispanic culture, for example, tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is common. Hispanics, as a whole, have strong family ties, believe in family loyalty, and have a collective orientation that supports community life.

Projects that have successfully involved Hispanic parents have used the following strategies:

1. *Personal Touch:* It is crucial to use face-to-face communication in the Hispanic parents' primary language when first making contact.

2. *Non-Judgmental Communication:* In order to gain the trust and confidence of Hispanic parents, teachers need to avoid making them feel they are doing something wrong.

3. *Maintaining Involvement:* To keep Hispanic parents actively engaged, activities planned by the early childhood program must respond to a real need or concern of the parents.

4. *Bilingual Support:* All communication with Hispanic parents, written and oral, must be provided in Spanish as well as English.

5. *Administrative Support:* Flexible policies, a welcoming environment, and a collegial atmosphere require administrative leadership.

6. *Staff Development Focused on Hispanic Culture:* All staff must understand the key features of Hispanic culture and its impact on their students' behavior and learning styles.

7. *Community Outreach:* A school or early childhood program can serve as a resource and referral agency to support the overall strength and stability of the families.

This column was adapted from a recent ERIC/EECE digest, *Hispanic Parent Involvement in Early Childhood Programs* by Linda M. Espinosa. To order the digest, contact ERIC/EECE.

Affordable ERIC CD-ROM Products

New CD-ROM products are now available that will make ERIC access affordable for most users.

The National Information Services Co. (NISC) has produced a CD-ROM product which is being sold by the ERIC Processing and Reference Facility. The product consists of a current disc (containing journal articles and documents added to the ERIC database since 1980 and including quarterly updates) that can be purchased for $100, and an archival disc (1966-1979) for $25. The product is available with a Spanish-language interface. For more information, contact the ERIC Facility at (800) 799-3742.

A new CD-ROM product by Oryx Press, which publishes the print version of the *Current Index to Journals in Education* (*CIJE*), contains the complete ERIC journal article database from 1969 to the present. *CIJE on Disc* is available for DOS or Windows, features the 1994 update of the *Thesaurus of ERIC Descriptors*, and comes with quarterly updates. *CIJE on Disc* costs $99 per year. For more information, contact Oryx Press at (800) 279-6799.

Both products are designed for IBM compatibles, contain the full text of ERIC digests, and have online help features.

ERIC/EECE Staff at Spring Conferences

If you are planning to attend the following conferences, come visit ERIC/EECE in the Exhibit Area. We will be glad to accept copies of conference papers for possible inclusion in the ERIC database. We will also be demonstrating ERIC database searches and ERIC/EECE's Internet services.

Association for Supervision and Curriculum Development, San Francisco, CA, March 25-27
Booth #712 in the Moscone Center.

Society for Research in Child Development, Indianapolis, IN, March 30-April 1
Booth #303, Indianapolis Convention Center.

Association for Childhood Education International, Washington, DC, April 12-15
Booth #16 in the Regency Ballroom of the Hyatt Regency Hotel on Capitol Hill.

Adjunct ERIC Clearinghouse for Child Care Joins ERIC System

ERIC/EECE and the National Child Care Information Center (NCCIC), administered by CMC of Vienna, VA, are pleased to announce a joint effort: the Adjunct ERIC Clearinghouse for Child Care. The collaborative agreement between ERIC/EECE and NCCIC includes plans for increased acquisition of documents about child care for the ERIC system, and joint development of electronic child care information resources for Internet access on ERIC/EECE's World Wide Web server.

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

Address Correction Requested

ERIC/EECE Newsletter

ISSN 0883 4148

Volume 7 Number 1 March 1995

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Bernard Cesarone.

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 805 W. Pennsylvania, Urbana, IL 61801-4897.

ERIC Clearinghouse on Elementary and Early Childhood Education
805 W. Pennsylvania Ave. • Urbana, IL 61801-4897
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@ux1.cso.uiuc.edu

Fostering Resilience in Children

Longitudinal studies have consistently shown that between half and two-thirds of children growing up in families with mentally ill, alcoholic, abusive, or criminally involved parents or in poverty-stricken or war-torn communities overcome the odds and grow up to lead productive lives. This result suggests that most of us are born with a potential for resilience, by which we are able to develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose.

Social competence includes qualities such as responsiveness, flexibility, empathy, communication skills, and a sense of humor. *Problem-solving skills* encompass the ability to plan, to be resourceful in seeking help, and to think critically. In the development of a *critical consciousness,* key factors are an awareness of the structures of oppression and the creation of strategies for overcoming them. *Autonomy* is an ability to act independently and to exert some control over one's environment. The development of resistance to negative messages about oneself and of detachment from dysfunction serves as a powerful protector of autonomy. Lastly, resilience is manifested in having a *sense of purpose* and optimism.

From the research on resilience, a clear picture emerges of those characteristics of the family, school, and community environments that may help children manifest resilience. These "protective factors" can be grouped into three categories: (1) caring and supportive relationships; (2) positive and high expectations; and (3) opportunities for meaningful participation in school activities.

The presence of at least one caring person—someone who conveys compassion, who understands that no matter how awful a child's behavior, the child is doing the best he or she can given his or her experience—provides support for healthy development and learning. An ethic of caring is obviously not a "program" per se, but is a way of relating to youth that conveys compassion, understanding, respect, and interest. It is also the wellspring from which flow the other protective factors of high expectations and meaningful participation.

Research indicates that schools that have high expectations for all youth—and provide students with the necessary support—have high rates of academic success. They also have lower rates of problem behaviors such as dropping out, drug abuse, and teen pregnancy than other schools. One of the ways by which high expectations are communicated is through the relationships between teachers and students. Teachers can communicate to their students that the students already have within themselves those qualities that are necessary for success.

Schools also communicate expectations by the way they are structured. A curriculum that supports resilience is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives. Instruction that supports resilience focuses on a broad range of learning styles, builds on student strengths, and is participatory and facilitative. Grouping practices that support resilience promote inclusiveness, cooperation, and shared responsibility. And, lastly, evaluation that supports resilience focuses on multiple intelligences, utilizes authentic assessments, and fosters self-reflection.

Along with other educational research, research on resilience gives educators a blueprint for creating schools where all students can thrive. Research suggests that when schools are places where basic human needs for support and respect are met, motivation for learning is fostered. When schools provide caring relationships, maintain high

Inside...

- From the Director: Documentation and the Quality of Early Childhood Education
- ERIC/EECE on the Internet
- Reader Survey

ERIC/EECE Newsletter
vol 7 no 2
Fall 1995

PS 022078

expectations, and provide opportunities for participation in school activities, they can serve as a "protective shield" for all students.

For More Information

Benard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. San Francisco: Far West Laboratory for Educational Research and Development.

Comer, J. (1984). Home-School Relationships as They Affect the Academic Success of Children. *Education and Urban Society* 16: 323-337.

Werner, E., and R. Smith. (1989). *Vulnerable but Invincible: A Longitudinal Study of Resilient Children and Youth*. New York: Adams, Bannister, and Cox.

This article was adapted from *Fostering Resilience in Children*, by Bonnie Benard, a new ERIC/EECE digest. To order this free digest, use the Publication List insert or contact ERIC/EECE at 800-583-4135.

From the Director Lilian G. Katz

Documentation and the Quality of Early Childhood Education

Perhaps the most unique contribution of the world renowned "Reggio Emilia Approach" to early childhood education is the introduction of documentation as a standard classroom practice. In this context, a document is a narrative record of events including photos, drawings, transcribed audiotapes, videotapes, captions, and much more; for example, a teacher's transcription of children's interpretations of drawings representing their theories of how rain is created. It seems to me that the practice of documenting the children's work and ideas can contribute to the quality of an early childhood program in at least five ways.

Children's Learning

First, documentation contributes to the extensiveness and depth of the children's learning from their projects and other work. As Loris Malaguzzi points out, through documentation the children "become even more curious, interested, and confident as they contemplate the meaning of what they have achieved" (Malaguzzi, 1993, p. 63). The processes of preparing the documentaries of the children's experience provides for re-visiting experience through which new understandings can be clarified and deepened. Observations in the Reggio Emilia preprimary classes also indicate that children learn from and are stimulated by each other's work made visible through the documentaries.

Parent Participation

Second, through documentation parents can become intimately and deeply aware of their children's experience in the school. As Malaguzzi puts it, documentation "introduces parents to a quality of knowing that tangibly changes their expectations. They reexamine their assumptions about their parenting roles and their views about the experience their children are living and take a new and more inquisitive approach toward the whole school experience" (Malaguzzi, 1993, p. 64).

Teacher Research

Third, documentation is a kind of teacher research, alerting teachers to the children's understandings and their own role in children's experiences. The insight teachers gain from documentation provides a basis for the modification of teaching strategies and also deepens teachers' awareness of individual children's progress. On the basis of the rich data available through documentation, teachers can make informed decisions about how best to support each child's development.

Process Awareness

Fourth, narrative documentation provides teachers and parents with insight into the children's thought processes during their work that cannot be gained from merely viewing final products. Through examination of the documented steps taken by children during their investigations and representational work, teachers and parents can appreciate the uniqueness of each child's construction of experience, and the ways group interaction contributes to learning.

Children's Learning Made Visible

Fifth, documentation provides information about children's learning and progress that cannot be demonstrated by the formal standardized tests and checklists commonly employed in the U.S. While U.S. teachers often gain important information from their own firsthand observations of children, the documentation of the children's work in a wide variety of media provides compelling public evidence of the intellectual powers of young children that is not available in any other way that I know of. Furthermore, as suggested above, the documentation

provides rich bases for teachers to learn together, to learn with and from each other as they examine the documentaries of each others' classes.

Conclusion

The powerful contribution of documentation is possible, in part, because the children in Reggio Emilia are engaged in complex, interesting projects and activities worthy of documentation. If, as is common in many U.S. classrooms, large proportions of time are devoted to making the same pictures with the same materials on the same topic on the same day in the same way, documented displays would hardly intrigue parents or provide rich content for teacher-parent or child-parent discussion!

References

Malaguzzi, L. (1993). History, Ideas, and Basic Philosophy. In C. Edwards, L. Gandini, and G. Forman, *The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education*. Norwood, NJ: Ablex.

ERIC/EECE on the Internet

Recently, ERIC/EECE's World Wide Web (WWW) site has undergone a major revision. The URL for this site's home page is:

http://ericps.ed.uiuc.edu/ericeece.html

Here you can find:

- Excerpts from ERIC/EECE's sale publications and the full text of nonsale publications such as Digests, Resource Lists, and this newsletter;
- An expanded list of links to the Internet resources of other ERIC clearinghouses;
- Links to other resources on the Internet, including federal sites, Regional Educational Laboratories, state departments of education, and others.

There have also been additions and changes to the National Parent Information Network (NPIN) at:

http://ericps.ed.uiuc.edu/npin/npinhome.html

The expanded Parent News section is presented in an article-by-article format, including an article on Internet sites to visit. Sections on resources for parents and those who work with parents are expanded.

ERIC/EECE also maintains a WWW site for the National Child Care Information Center at:

http://ericps.ed.uiuc.edu/nccic/nccichome.html

ERIC/EECE will soon make public sites on campus child care and school readiness. Watch for announcements and URLs for these sites on the ERIC/EECE home page.

Reader Survey

If we know more about you and your use of ERIC resources, we will be able to design a better newsletter. Please complete this survey and fax it to 217-333-3767, or cut it out and mail it to us. In return, check the free ERIC bibliography you would like to receive and include your name and address with the survey:

___ Reggio ___ DAP ___ Teaming in Middle Schools

Which education or care settings are you interested in?

___ pre-K ___ 6-8
___ k-3 ___ home
___ 4-6 ___ teacher education
___ other _____

When you read this newsletter, which "hat" are you usually wearing?

___ teacher ___ student
___ administrator ___ librarian
___ teacher educator ___ information provider
___ parent ___ researcher
___ child caregiver ___ other _____

Have you searched the ERIC database yourself?

___ Never ___ several times a year
___ once or twice ___ more than once a month

Do you have Internet access from

___ home ___ work ___ both

Do you belong to one or more listservs operated by ERIC/EECE? If so, check which ones:

___ MIDDLE-L ___ PARENTING-L
___ SAC-L ___ ECENET-L
___ ECPOLICY-L ___ REGGIO-L

Have you used an ERIC Web or Gopher site on the Internet (check all that apply?

___ GOPHER	___ WEB
___ Never	___ Never
___ once or twice	___ once or twice
___ several times	___ several times
___ frequently	___ frequently

___ No, but I plan to get Internet access in 1996.

On which topical areas would you most like to see newsletter articles (check your top 3 choices).

___ instructional strategies, such as mixed-age grouping, project work, etc.
___ diversity and multiculturalism
___ child development
___ media and children
___ day care or ___ school age care
___ families/parenting concerns
___ Internet resources
___ other _____

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

Address Correction Requested

ERIC/EECE Newsletter

ISSN 0883 4148

Volume 7 Number 2 Fall 1995

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Bernard Cesarone.

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 805 W. Pennsylvania, Urbana, IL 61801-4897.

ERIC Clearinghouse on Elementary and Early Childhood Education
805 W. Pennsylvania Ave. • Urbana, IL 61801-4897
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@ux1.cso.uiuc.edu

ERIC/EECE Newsletter
vol 8 no 1
Spring 1996

Resolving Differences between Teachers and Parents

Lilian G. Katz, Amy Aidman, Debbie A. Reese, and Ann-Marie Clark

"Your teacher said *what?"* exclaimed Suzie's mother.

"Oh, dear," groaned Suzie's teacher. "Here comes Suzie's mother again, and she doesn't look happy."

Disagreements over what is in the best interest of a child are inevitable between teachers and parents during the course of a child's education. Teachers and parents share responsibility for the education and socialization of children, and it is important that they be mindful of the impact of their interactions as a model of problem-solving behavior. It is necessary for both teachers and parents to be discreet and respectful in expressing their thoughts and feelings to each other, and to avoid involving children in their disagreements.

On the one hand, it is useful for teachers to keep in mind that, for parents, being their child's strongest advocate is intrinsic to the parenting role, regardless of what the teacher thinks may be best for the child. Teachers should be aware that some parents may be reluctant to express their concerns for fear of possible negative repercussions for their child's relationship with the teacher, or may lack knowledge of appropriate ways to express their concerns. On the other hand, it is helpful for parents to consider that some teachers may be anxious or fearful of encounters with parents. While it is up to teachers to set a respectful tone in relations with parents, it is up to parents to express concerns directly to their child's teacher and to avoid destructive criticism of teachers and schools in front of their children.

Strategies for Teachers

There are several strategies teachers can use to establish a climate of open communication with parents.

• *Let parents know that they can contact their children's teachers.* As early in the school year as possible, teachers can take opportunities to let parents know that they are eager to be informed directly should questions or concerns arise. Teachers can let parents know the best ways and times to reach them and have an appointment book ready to set up meetings. In early fall, some teachers send home a newsletter containing their teaching philosophy, a discussion of class rules and teacher expectations, and a message encouraging parents to stay in touch which includes a phone number or an electronic mail address.

• *Invite parents to observe in the classroom.* Teachers can invite parents to visit the class to monitor their child's perceptions of a situation and to see what teachers are trying to achieve with students as individuals and as a group.

• *Elicit expressions of parents' concerns and interests.* Early in the school year, teachers can ask parents what their main concerns and goals are for their child. Brief questionnaires and interest surveys make good bases for meaningful discussions with parents as teachers are getting to know each child. It is also helpful for teachers to initiate contacts with parents as frequently as possible.

• *Know the school policy for addressing parent-teacher*

Inside...

- Family-Centered Child Care Programs
- Project Approach Summer Institute
- National Research Center for Early Development and Learning
- What's new on the Internet at ERIC/EECE
- Reader Survey Results
- ERIC/EECE at NAEYC Summer Conference

PS 027208

disagreements. It is a good idea for teachers to check school and school district policies about handling conflicts or disagreements with parents, and to follow the procedures outlined in the policies.

• *Involve the parents in classroom activities.* Teachers can let parents know how they can be helpful in general, and should use opportunities as they arise to solicit their help with specific activities.

• *Be discreet about discussing children and their families.* It is important to resist the temptation to discuss children and their families in inappropriate public and social situations, or to discuss particular children with the parents of other children.

Strategies for Parents

When parents perceive that their children are having difficulties at school, there are steps they can take to investigate and to help alleviate problems.

• *Listen to the child.* Paying close attention to children's comments about what is going on at school is vital to staying aware of difficulties children are experiencing. Parents can solicit more information from their children. It is important to maintain a nonjudgmental attitude while listening to the child's side of a story, realizing that there may be aspects to the situation that are still unknown.

• *Decide if a call to the school is necessary.* It is helpful for parents to decide whether the issue is serious enough to warrant contacting the school. A cooling-off period may be appropriate before making this decision. Parents should keep in mind that the end of the day, when they are picking up their child, may not be the best time for a discussion involving strong feelings. With an older child, it may be useful to ask if he or she wants the parent to discuss a difficult issue with the teacher.

• *Talk directly with the teacher.* Parents should contact the teacher directly in person or by phone. Sometimes the teacher is unaware of the child's difficulty. Sometimes a parent hears a report from the child that seems outlandish. Sometimes a child misunderstands a teacher's intentions, or the teacher is unaware of the child's confusion about a rule or an assignment. It is important to check the facts with the teacher before drawing conclusions or allocating blame. Direct contact with the teacher helps to define the problem accurately and to develop a solution. Failing a resolution of the problem, it may be necessary to contact other school personnel.

• *Avoid criticizing teachers in front of children.* Criticizing teachers and schools in front of children may confuse them. Even very young children can pick up the worry, frustration, or disdain that parents may feel concerning their children's school experiences. In the case of the youngest children, it is not unusual for them to attribute heroic qualities to their teachers, and overheard criticism may put a child in a bind over divided loyalties. In the case of older children, such criticism may foster rudeness or defiance to their teachers. Besides causing confusion, criticizing teachers in front of children is not conducive to solving the underlying problem.

• *Help children cope with disappointments and negative feelings about their school experiences.* While it is inevitable that almost all children will encounter teachers whom they do not especially like, parents can help their children cope with their disappointments. It is highly unlikely, after all, that children will like all of their teachers! Parents are most likely to help their children by pointing out that throughout their lives they will have to work with people they may not especially like or enjoy. Parents can encourage their child to focus on what must be done, to concentrate on what can be learned, and to keep his or her sights on the larger goals of learning and strengthening the competencies essential for a productive and satisfying life in the future.

• *Model effective problem-solving behaviors.* As children grow older, they are generally aware when their parents are upset about the teacher or a school-related incident. As parents discuss these incidents with their children, they provide an opportunity for their children to observe effective and appropriate ways to express frustration with the problems of life in schools and other group settings—problems they are likely to face throughout life. Approaching these problems with good humor and respect for all the persons involved increases children's ability to cope with such situations throughout their lives.

For More Information

Katz, Lilian G. (1995). Mothering and Teaching: Significant Distinctions. In Lilian G. Katz, *Talks with Teachers of Young Children*. Norwood, NJ: Ablex.

Willis, Scott. (1995). When Parents Object to Classroom Practice. *Education Update* 37(1, Jan): 1,6,8.

Lilian G. Katz, Ph.D., is Professor of Early Childhood Education, University of Illinois, and Director, ERIC Clearinghouse on Elementary & Early Childhood Education. Amy Aidman, Ph.D., Debbie A. Reese, and Ann-Marie Clark are on the staff of the ERIC Clearinghouse on Elementary & Early Childhood Education.

From the Adjunct ERIC Clearinghouse on Child Care (National Child Care Information Center)

Creating Family-Centered Child Care Programs

(Excerpted from the Child Care Bureau's Leadership Forum on Promoting Family-Centered Child Care)

Family-centered child care is based on the premise that families are the center of children's lives. Programs that are family-centered reflect and respect the unique characteristics of all members of a child's family, including not only the child's mother and father but also all other significant adults who are involved in caring for the child. Historically, parent involvement in child care programs has been understood from a program perspective. In family-centered settings, however, parent involvement is understood from the families' perspective. From this viewpoint, families' goals and needs are the basis for program design and practice.

In February, 1996, the Child Care Bureau, Administration for Children and Families, Department of Health and Human Services convened a national leadership forum focusing on promoting family-centered child care. This forum provided an opportunity for approximately 150 participants to "paint" the picture of what family-centered programs should look like and to develop recommendations for making that picture a reality.

Family-Centered Child Care: What Does It Look Like?

Because family-centered child care is flexible by definition, it will look different in different settings. However, there are some common characteristics.

• *Family-centered child care supports the connections between children and their families.* It recognizes that children draw their identities from the family. All family members are included and treated with respect and warmth. A basic belief in the value of families permeates program policies and practices. Such programs are welcoming and non-judgmental, and all staff are available to assist family members.

A family-centered program speaks the languages and respects the cultures of families in the program. Staff is drawn from the community the program serves. Efforts are made to build inclusiveness and to welcome all family members as partners in the program. Family-centered programs build on family strengths and collaborate closely with other service providers. Such programs recognize various stages of development in family members and attempt to work with them to meet their needs. There is a natural give-and-take in these programs that empowers parents to make contributions to the program in ways that are not pre-determined.

• *Family-centered child care supports and trains caregivers.* It is important to provide training for staff on the basic principles of family-centered care. Capacity-building opportunities such as pre-service and in-service training, peer coaching, and mentoring are provided on a continuous basis. Program administrators set the tone and lead by example in their relationships with families and routinely reassess their communications with them. Joint training is also provided for staff and families.

• *Family-centered child care forges true partnerships with families.* Unlike partnerships in traditional models, in which parents are in a passive role of being "informed" or "educated," in this partnership, parents are in a creative role of establishing goals and making decisions. In family-centered programs, families know that their feedback will effect change.

Family-Centered Child Care: What Are Its Guiding Principles?

The distinguishing characteristic of family-centered programs is that all policies and practices are based on an underlying set of principles regarding their relationships with families.

• *Families are the primary influence in the lives of their children.* Families are the center of children's lives. Programs should create an environment which reflects the culture, strengths, and desires of families for their children.

• *It is not possible to accurately generalize about families.* Professional caregivers take the time to get to know family members individually and to support them in their goals for their children.

• *Families have strengths.* Families and child care professionals are partners who have the shared responsibility of doing the best for the children in their care. Child care professionals need to get to know families and build upon their strengths.

• *Families have something to offer child care providers.* Traditionally, exchanges between parents and child care professionals have been viewed as a means of informing families about their child. However, in family-centered programs it is recognized that, while professionals bring information to parents about child development and about their experiences with many children, families

provide information about the individual child, across time and in a variety of settings.

• *Contemporary families experience multiple demands.* Employment, housing, health care, and transportation are some issues facing families, whose lack of contact with child care programs should not be mistaken for lack of concern for their child.

• *There are many ways for a family to be "involved."* It is important to provide a range of options for families to participate in this aspect of their child's life, and to allow families to choose the type and level of participation which suits them.

Family-Centered Child Care: How Do We Get There?

Achieving family-centered child care calls for action on the part of families, program providers, communities, and policymakers. The following are steps toward encouraging family-centered child care.

• *Get the message out.* Educate others on the importance of children and families and the role of high-quality programs in their lives.

• *Provide training for staff and families.* Shifts in philosophy and attitude result from training and education of staff, families, and all those responsible for the achievement of family-centered child care.

• *Consider the cost of child care.* Family-centered child care is not necessarily more expensive than other child care. However, when considering funding, programs must account for the true cost of care so barriers can be minimized and must support and follow up training with adequate resources.

• *Collaborate.* A key practice in creating family-centered care is exceptional collaboration among providers. Policymakers should view child care as a hub for service delivery. Linkages must be forged at the community level among child care programs, mental health organizations, child care resource and referral agencies, and family support services.

For More Information

Additional information on this and other child care topics can be obtained by contacting the Adjunct ERIC Clearinghouse on Child Care:

National Child Care Information Center (NCCIC)
301 Maple Avenue West, Suite 602
Vienna, VA 22180
(800) 616-2242
FAX: (800) 716-2242; TDD:(800) 516-2242
http://ericps.ed.uiuc.edu/nccic/nccichome.html
e-mail: agoldstein@acf.dhhs.gov

National Research Center for Early Development and Learning

In February, 1996, the U.S. Department of Education (DoE) awarded a $14 million grant to the Frank Porter Graham Child Development Center (Don Bailey, Director) at the University of North Carolina at Chapel Hill to operate the National Research Center for Early Development and Learning. The new Center will serve as the research arm of the Early Childhood Research Institute in the DoE's Office of Research and Improvement.

The five-year major goals of the Center are to: (1) study quality child care and intervention programs; (2) study transitions during the early childhood years, especially the transition to kindergarten; (3) determine the effectiveness of early intervention and family support for at-risk children and infants who fail to thrive; (4) consider ecological barriers that interfere with policy implementation; and (5) develop a dynamic dissemination strategy to translate research into practice.

For more information about the Center, contact Pam Winton at (919) 966-7180.

Engaging Children's Minds: The Project Approach
Summer Institute at Allerton Park, University of Illinois

Projects are in-depth investigations of real phenomena, in the course of which young children gain new understandings and have an opportunity to apply a variety of basic literacy, numeracy, and social skills. The three sessions of this summer institute on the project approach are designed for classroom teachers and teacher educators. Sessions I and III, "Introduction to the Project Approach" are identical and run from August 4-7 and 11-14. Session II, "Sharing Experiences in Using the Project Approach," runs from August 8-10. The sessions will be taught by internationally known instructors Lilian G. Katz and Sylvia C. Chard.

Advance registration is required by July 19. To get more information about the sessions and their cost, or to register for the sessions, call 217-333-2888.

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
805 W. Pennsylvania Ave.
Urbana, Illinois 61801-4897

ERIC/EECE PUBLICATIONS

May 1996

• ERIC Digests

Concise reports on timely issues. No cost or shipping charges. • indicates a digest also available in Spanish.

1996 Digests

- ***Enhancing Students' Socialization: Key Elements.*** Jere Brophy.
- ***Helping Early Childhood Teacher Education Students Learn about the Internet.*** Lisa Janicke Hinchliffe.
- ***Hispanic-American Students and Learning Style.*** Shirley Griggs, Rita Dunn.
- ***Teaching Young Children about Native Americans.*** Debbie Reese.
- ***The Contribution of Documentation to the Quality of Early Childhood Education.*** Lilian Katz, Sylvia Chard.

1995 Digests

- ***Financing Preschool for All Children.*** Sherlie S. Svestka.
- ***School Readiness and Children's Developmental Status.*** Nicholas Zill, Mary Collins, Jerry West, Elvie Hausken.
- ***Encouraging Creativity in Early Childhood Classrooms.*** Carolyn Pope Edwards, Kay Wright Springate.
- ***Advertising in the Schools.*** Amy Aidman.
- ***Parent, Family, and Community Involvement in the Middle Grades.*** Barry Rutherford, Shelley H. Billig.
- ***Supporting Girls in Early Adolescence.*** Dianne Rothenberg.
- • ***Fostering Resilience in Children.*** Bonnie Benard.
- ***The Benefits of Mixed-Age Grouping.*** Lilian G. Katz.
- ***The Changing Face of Parenting Education.*** Sharon L. Kagan.
- ***Performance Assessment in Early Childhood Education: The Work Sampling System.*** Samuel J. Meisels.
- ***The Internet and Early Childhood Educators: Some Frequently Asked Questions.*** Dianne Rothenberg.
- • ***Hispanic Parent Involvement in Early Childhood Programs.*** Linda M. Espinosa.
- ***Full-Day Kindergarten Programs.*** Dianne Rothenberg.
- ***Family Involvement in Early Multicultural Learning.*** Kevin J. Swick, Gloria Boutte, Irma van Scoy.

1994 Digests

- ***Integrate, Don't Isolate!—Computers in the Early Childhood Classroom.*** Bernadette Davis, Daniel Shade.
- • ***Assessing the Development of Preschoolers.*** Lilian G. Katz.
- ***The Risks of Rewards.*** Alfie Kohn.
- ***Peer Conflicts in the Classroom.*** Edyth J. Wheeler.
- ***Integrating Children with Disabilities into Preschool.*** Karen Diamond, Linda Hestenes, and Caryn O'Connor.
- ***Nutrition Programs for Children.*** National Health / Education Consortium (NHEC).
- ***Children's Nutrition and Learning.*** NHEC.
- • ***Violence and Young Children's Development.*** Lorraine B. Wallach.
- • ***The Project Approach.*** Lilian G. Katz.
- ***Resource Rooms for Children: An Innovative Curricular Tool.*** Sonja de Groot Kim.
- ***Asian-American Children: What Teachers Should Know.*** Jianhua Feng.
- ***Video Games and Children.*** Bernard Cesarone.
- ***Lasting Benefits of Preschool Programs.*** Lawrence J. Schweinhart.
- ***Using Federal Funds To Improve Child Care.*** Helen Blank.

1993 Digests

- ***Dispositions as Educational Goals.*** Lilian G. Katz.
- ***Self-Esteem and Narcissism: Implications for Practice.*** Lilian G. Katz.
- ***Collaboration: The Prerequisite for School Readiness and Success.*** Linda Kunesh, Joanne Farley.
- ***Developmentally Appropriate Programs.*** Marjorie Kostelnik.
- ***Young Children's Social Development: A Checklist.*** Diane E. McClellan, Lilian G. Katz.
- ***Health Care, Nutrition, and Goal One.*** Bernard Cesarone.
- ***Homeless Children: Meeting the Educational Challenges.*** Brad Goins, Bernard Cesarone.
- ***Reggio Emilia: Some Lessons for U.S. Educators.*** Rebecca S. New.
- ***Multiple Perspectives on the Quality of Early Childhood Programs.*** Lilian G. Katz.
- ***Problem Solving in Early Childhood Classrooms.*** J. Britz.

pre-1993 Digests

- ***Teacher-Parent Partnerships.*** Kevin J. Swick.
- ***The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children.*** Cathy Grace.
- ***Aggression and Cooperation: Helping Young Children Develop Constructive Strategies.*** Jan Jewett.
- ***Nongraded and Mixed-Age Grouping in Early Childhood Programs.*** Lilian G. Katz.
- ***Implementing an Anti-Bias Curriculum in Early Childhood Classrooms.*** Julie Hohensee, Louise Derman-Sparks.
- ***The Role of Parents in the Development of Peer Group Competence.*** Shirley G. Moore.
- ***Understanding and Facilitating Preschool Children's Peer Acceptance.*** Kristen M. Kemple.
- ***Having Friends, Making Friends, and Keeping Friends.*** Willard W. Hartup.
- ***Beyond Transition: Ensuring Continuity in Early Childhood Services.*** Joan Lombardi.
- ***Integrated Curriculum in the Middle School.*** James Beane.
- • ***Positive Discipline.***
- • ***Guidelines for Family Television Viewing.***

Digests in Spanish (Span/Eng)

- ☐ ***La Violencia y el Desarrollo de los Niños***. 1996/1994
- ☐ ***El Fomento de la Elasticidad en los Niños***. 1996/1995
- ☐ ***La Participación de los Padres en los Programas Preescolares.*** 1995/1995
- ☐ ***La Disciplina Positiva***. 1994/1992
- ☐ ***Guía Para Ver La Televisión En Familia***. 1994/1992
- ☐ ***El Método Llamado Proyecto.*** 1994/1994
- ☐ ***La Evaluación del Desarrollo de los Alumnos Preescolares.*** 1995/1994

• ERIC/EECE Newsletters

- ☐ ***ERIC/EECE Newsletter***; Twice yearly, free; check here to subscribe.
- ☐ The ***MAGnet Newsletter*** on mixed-age grouping; Twice yearly, $6, no postage/handling; check here to subscribe.

• Resource Lists

No cost or shipping charges.

- ☐ ***Developmentally Appropriate Practices in Primary Education.*** February, 1995.
- ☐ ***Internet Starting Points for Early Childhood Educators.*** May, 1995.
- ☐ ***Computer Software for Young Children.*** September, 1995.
- ☐ ***Scheduling at the Middle Level.*** September, 1995.

• Information Packets

Produced by ERIC/EECE and the North Central Regional Educational Laboratory (NCREL). Extensive collections of brochures, articles, ERIC Digests, and an extensive ERIC bibliography. Packaged in a special pocket folder. Especially intended for school and program administrators.

- ☐ ***Early Childhood Education*** Cat. #500; $12.00.
- ☐ ***Parent Involvement*** Cat. #501; $12.00.

• Major Publications

Perspectives Series. Titles in this series include an extensive bibliography of citations from the ERIC database.

- ☐ ***Reflections on the Reggio Emilia Approach***, a collection of seven papers (1994). Cat. #215, $10.
- ☐ ***Distinctions between Self-Esteem and Narcissism: Implications for Practice***, by Lilian G. Katz (1993). Cat. #212, 82p., $10.
- ☐ ***Dispositions: Definitions and Implications for Early Childhood Practices***, by Lilian G. Katz (1993). Cat. #211, 47p., $5.
- ☐ ***Multiculturalism in Early Childhood Programs***, by Carmen Treppte, Victoria R. Fu, and Andrew J. Stremmel (1993). Cat. #210, 99p., $12.
- ☐ ***Trends and Issues in the Dissemination of Child Development and Early Education Knowledge***, by Lilian G. Katz (1993). Cat. #209, 28p., $5.
- ☐ ***Five Perspectives on the Quality of Early Childhood Programs***, by Lilian G. Katz (1993). Cat. #208, 94p., $12.

Other Major Publications.

- ☐ ***Building Social Competence in Children.*** Garry R. Walz, Lilian G. Katz, and others (1995). Cat #216, $10.
- ☐ ***A to Z: The Early Childhood Educator's Guide to the Internet***, by the ERIC/EECE staff, with an introduction by Bonnie Blagojevic (1995). Cat. #214, $10.
- ☐ ***Helping Others with Their Teaching***, by Lilian G. Katz (revised 1993). Cat. #213, 30p., $5.

• ReadySearches

Computer search reprints with approximately 75 to 100 abstracts of ERIC documents and journal articles, updated quarterly ($8.00 each).

- ☐ ***School Readiness.*** (Cat. #108).
- ☐ ***Developmentally Appropriate Programs for Young Children.*** (Cat. #109).
- ☐ ***Mixed-Age Groups in Early Childhood and Elementary Education.*** (Cat. #112).
- ☐ ***Family Literacy.*** (Cat. #114).
- ☐ ***Social Competence in Early Childhood.*** (Cat. #116).
- ☐ ***Outcome Based Education.*** (Cat. #117).
- ☐ ***Computer Networking in Grades K — 12.*** (Cat. #118).
- ☐ ***Parent Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12.*** (Cat. #120).
- ☐ ***Team Teaching in Pre-K through Grade 8.*** (Cat. #121).
- ☐ ***Parent Education.*** (Cat. #123).
- ☐ ***Kindergarten Scheduling and Kindergarten Research.*** (Cat. #127).
- ☐ ***Integrated Curriculum in Grades K through 6.*** (Cat. #128).
- ☐ ***Multicultural Education in Pre-K — Grade 8.*** (Cat. #130).
- ☐ ***Integrated Curriculum at the Middle Level.*** (Cat. #131).
- ☐ ***Cooperative Learning in Pre-K — Grade 8.*** (Cat. #132).
- ☐ ***Violence in the Schools.*** (Cat. #133).
- ☐ ***After-School and Enrichment Programs for Young Adolescents.*** (Cat. #134).
- ☐ ***K-12 Class Size.*** (Cat. #135).
- ☐ ***Television and Children.*** (Cat. #136).

Ordering Information

Check or money order must accompany orders for cost items. Allow 3 weeks for delivery. **Checks from outside the U.S must be payable in U.S. dollars through a U.S. bank.**

Name _____

Organization _____

Street _____

City _____ State_____ Zip ____

Title/Occupation _____

Check items desired. No postage and handling necessary for no-cost items.

Cost Items:

- Total Cost of items _____
- Postage and Handling. Add $1.50 (overseas orders, add $3.00) to the cost of each item ordered. _____

Total amount enclosed: _____

Make checks payable to: The University of Illinois

Do not detach order from rest of flyer. Send completed order form to:

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

For information on quantity orders, or for other information, contact ERIC/EECE:

phone: 217-333-1386; 800-583-4135
fax: 217-333-3767
email: ericeece@ux1.cso.uiuc.edu

What's New on the Internet at ERIC/EECE

Since the last newsletter, ERIC/EECE has set up two new Listserv discussion lists: PROJECTS-L, for those interested in the use of the project approach in early childhood, elementary, and middle level education; and CAMPUSCARE-L, which addresses the concerns of staff, faculty, and administrators in campus environments for children. The address for subscribing to either of these lists is:

listserv@postoffice.cso.uiuc.edu

The addresses for participating in the discussions on these lists are:

PROJECTS-L@postoffice.cso.uiuc.edu

CAMPUSCARE-L@postoffice.cso.uiuc.edu

For more information about these lists, contact ERIC/EECE at 800-583-4135 or see ERIC/EECE's home page on the World Wide Web.

A new section on the Project Approach has been added to the ERIC/EECE Web site. Besides discussing the PROJECTS-L list, this section contains a Digest on the Project Approach and links to Sylvia Chard's excellent "Project Approach Home Page." The URL for ERIC/EECE's home page is:

http://ericps.ed.uiuc.edu/ericeece.html

The National Coalition for Campus Child Care (NCCCC) is now on ERIC/EECE's Web server. This site contains:

- information about the NCCCC
- publications of or recommended by the NCCCC
- copies of the NCCCC's newsletter
- a conference calendar
- links to other Internet child care resources.

The URL for the NCCCC home page is:

http://ericps.ed.uiuc.edu/n4c/n4chome.html

Another new ERIC/EECE Web site is ReadyWeb. The site is divided into sections on "Getting Children Ready for Schools" and "Getting Schools Ready for Children." These sections contain publications, articles, and digests related to school readiness. The ReadyWeb URL is:

http://ericps.ed.uiuc.edu/readyweb/readyweb.html

ERIC/EECE's Web site for the National Parent Information Network (NPIN) has an updated "Resources for Parents" section that contains topically arranged full-text parenting-related materials and reviews of books for parents. The section on "Organizations" under "Resources for Those Who Work with Parents" has also been greatly expanded. The NPIN home page URL is:

http://ericps.ed.uiuc.edu/npin/npinhome.html

ERIC/EECE continues to maintain a gopher site and the NCCIC Web site at the following URLs:

gopher://ericps.ed.uiuc.edu

http://ericps.ed.uiuc.edu/nccic/nccichome.html

For information on the Listservs or Web sites mentioned in this column, contact ERIC/EECE (800-583-4135) and ask for the flyer, "ERIC/EECE's Internet Services."

We Asked—and You Responded! Results from the Reader Survey

We'd like to offer a resounding "Thank You" to all who responded to our request for feedback (in last fall's newsletter) from our readers! From this survey, we learned that most of the 159 respondents were interested primarily in the early childhood years (pre-K through grade 3) and that most are teachers, administrators, teacher educators, information providers, or researchers.

Newsletter article topics that were of greatest interest (respondents were asked to check their top three choices) included families/parenting concerns (97 votes), child development (96), instructional strategies (79), Internet resources (56), diversity and multiculturalism (45), and child care (30). It is interesting to note that, although a majority of respondents said they do not use the Internet, "Internet resources" was among the most frequently cited topics for future newsletter articles.

If any readers would still like to complete this survey, please contact us at 800-583-4135 and we'll fax or mail you a copy of the survey.

ERIC/EECE at NAEYC Summer Conference

Conference of the NAEYC's National Institute for Early Childhood Professional Development ("Nurturing Leaders through Professional Development")

Minneapolis, MN
June 5-8, 1996

Come visit ERIC/EECE's table in the Technology Resource room in the Minneapolis Hilton and Towers. ERIC/EECE staff will also be present at the Spotlight Forum and will offer a beginning Internet workshop, "Everything You Wanted to Know about the Internet but Were Afraid to Ask." For information about the conference, call the Institute at 202-232-8777 or 800-424-2460.

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

Address Correction Requested

ERIC/EECE Newsletter

ISSN 0883 4148

Volume 8 Number 1 Spring 1996

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Bernard Cesarone.

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 805 W. Pennsylvania, Urbana, IL 61801-4897.

ERIC Clearinghouse on Elementary and Early Childhood Education
805 W. Pennsylvania Ave. • Urbana, IL 61801-4897
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@uiuc.edu

ERIC/ECE Newsletter
vol 8 no 2
Fall 1996

Male Involvement in Early Childhood Programs

Parents, educators, researchers, and policymakers all assert the value of positive home-school partnerships. An important yet often overlooked strategy in the effort to increase parent involvement in early childhood programs is involving fathers or other significant male role figures. To encourage and facilitate increased involvement of men in children's school experiences, several key issues need to be explored.

Be Specific about Goals. Early childhood educators need to be specific in their reasons for developing parent involvement initiatives targeted at men. Prior to developing such initiatives, educators might ask themselves why they think such efforts are important and how they can enhance the services being provided to children and families.

Acknowledge Resistance to Initiatives. Not everyone will be committed to the concept of parent involvement initiatives targeted at fathers or other significant males. The lack of male involvement and "responsible" fathering behaviors is often cited as a major reason for children's later school failure, and many people will question why resources should be targeted at these men when they are viewed as the primary cause of the problems facing children. Educators will need to build a strong rationale for developing such initiatives, a rationale that can be clearly articulated to those opposed to these initiatives in order to gain support for such efforts.

Identify the Significant Male Role Figures. Educators will need to be specific about whom to target in their efforts to encourage male involvement. Research data have indicated that children growing up in low-income and single-parent homes often have regular and consistent interactions with a father figure, although not necessarily their biological father. Focusing efforts on biological fathers will exclude a large proportion of men who play significant roles in the lives of these children.

Provide Training and Support Services for Staff. Most early childhood educators have received little, if any, formalized education and training in the area of parent involvement. This is especially true in the area of male involvement in early childhood programs. If such efforts are to be successful, teachers will need staff development and in-service training experiences that will allow them to develop a knowledge base from which to develop and implement initiatives designed to encourage male involvement in their programs.

Train Female Facilitators To Accept Male Involvement. Although having male staff members provide leadership to initiatives designed to encourage male involvement in early childhood programs would be desirable, such expectations are not always realistic because the majority of professionals in this field are female. Women can be successful in these efforts, but they must acknowledge and be sensitive to differences in the ways in which men and women approach parenting and interacting with young children.

Don't Neglect Mothers. Research has indicated that mothers tend to be the "gatekeepers" to their children for fathers or other significant male role figures. As educators develop initiatives to encourage male involvement, they must not do so at the expense of efforts targeted at mothers. Mothers need to be involved in the development of these efforts from the beginning.

Inside...

- Carnegie Foundation's Reminder
- WE'RE MOVING!
- Improving the Quality and Availability of Child Care
- New on the Internet
- ERIC/EECE at Fall Conferences
- A to Z Guide Revised
- Non-English Digests
- Access to ERIC Resources
- Happy Birthday, ERIC
- We Need Your ZIP + 4

PS 027208

They need to be made aware of why resources are being put into developing these activities and how they and their children will benefit.

Go Slowly. As with any other initiative, early childhood educators must proceed slowly in their efforts to encourage male involvement in their programs. The key to success for these efforts is in building a male-friendly environment that facilitates a culture of male involvement in the program. However, building such a culture is a long-term process, and educators shouldn't expect too much, too soon. They should start slowly and build upon their successes.

Don't Reinvent the Wheel. Many early childhood programs serving children who are at risk for later school failure already include comprehensive parent involvement components, although they tend to be targeted primarily at mothers. When developing initiatives for male involvement, educators should first evaluate the parent involvement components already in place and explore how they may be adapted to reach out to men in order to meet their unique needs.

Successful resolution of these issues will provide early childhood programs with a solid foundation from which to develop and implement parent involvement initiatives designed for men.

For More Information

Levine, J.A. (1993). Involving Fathers in Head Start: A Framework for Public Policy and Program Development. *Families in Society*, 74(1): 4-19.

McBride, B.A., and H. Lin. (in press). Parental Involvement in Prekindergarten At-Risk Programs: Multiple Perspectives. *Journal of Education for Students Placed At-Risk*.

This article was adapted from *Father/Male Involvement in Early Childhood Programs*, by Brent A. McBride and Thomas R. Rane, a new ERIC/EECE Digest. To order this free Digest, use the Publication List insert or contact ERIC/EECE at 800-583-4135.

From the Director Lilian G. Katz

Carnegie Foundation's Reminder

Years of Promise: A Comprehensive Learning Strategy for America's Children is the title of a new report by a task force commissioned by the Carnegie Foundation of New York to examine the issues surrounding the education of children 3 to 10 years old. At a recent gathering of leaders in education and the media, David Hamburg, President of the Carnegie Foundation, and members of the Carnegie task force discussed their findings and recommendations—many already well known to early childhood educators but in need of re-emphasis in these times of competition for scarce resources.

The report asserts that all children can learn, but too many fail due to, among other things, low expectations, outmoded and ineffective curricula and teaching methods, poorly or insufficiently prepared teachers, weak home-school linkages, the lack of adequate accountability systems, and ineffective allocation of resources by schools and school systems. The report listed the following principles of effective early childhood practice (*Years of Promise*, Executive Summary, pp. 9-10):

- Ensure, from the start, that children are ready to learn, physically and emotionally.
- Set high expectations for every child, monitor the child's progress continually, and intervene quickly when problems arise.
- Create high-quality, varied learning environments that support each child's learning.
- Provide high-level professional development to those responsible for children's education and development.
- Embed children's learning in caring and collaborative relationships with educators, parents, and other adults.
- Actively engage parents in their children's education at home and at school.
- Accept responsibility and accountability for each child's learning and healthy development.
- Make efficient, equitable use of resources for children's education.
- Collaborate more closely with other institutions and programs that affect children's learning.

As the task force points out: "It is within the nation's power to accomplish these results for children. If we fail to keep the promise—if we continue to focus on the most fortunate youngsters and leave the rest behind—the costs to our society in human distress, lost productivity, crime, and welfare, and in the fraying of our nation's democratic ideals, will be unbearable. The choice is ours" (*Years of Promise*, Executive Summary, p. 16).

WE'RE MOVING!

Beginning January 1, 1997, ERIC/EECE will be located at a new address on the campus of the University of Illinois at Urbana-Champaign:

ERIC/EECE
Children's Research Center
University of Illinois
51 Gerty Drive
Champaign, IL 61820-6900

From the Adjunct ERIC Clearinghouse on Child Care (The National Child Care Information Center)

Improving the Quality and Availability of Child Care

Each year, new reports are released demonstrating the need for child care, particularly for families moving toward self-sufficiency or for low-income families. The federal government provides over $2 billion in subsidies to help families obtain good-quality child care that meets their needs. One of these programs, the Child Care and Development Block Grant, also includes funds that state administrators can use to promote quality in child care programs across their state. Through this fund, known as the "25% fund" or the "quality set-aside," states have been able to make available programs for teen parents, infants and toddlers, full-day programs for children in Head Start, inclusive child care for children with disabilities, as well as child care and family literacy programs for families with special needs. The funds have also been used for a number of activities and programs to improve the quality of child care in the state.

The *Report on the Activities of the States Using Child Care and Development Block Grant Quality Improvement Funds* recently released by the National Child Care Information Center for the Child Care Bureau, Administration on Children and Families, Department of Health and Human Services, details these quality improvement activities in the states. Using a wide variety of research in professional development, family child care, resource and referral, and the needs of families, states have focused on the design of systems to meet families' needs. These systems include professional development systems, resource and referral networks, and family child care networks. States have also funded community coordinators and interagency facilitators. Each approach is designed to help families find and use good-quality child care. Highlights in several of these areas are discussed below.

Systems of Professional Development

To address issues of professionalization, turnover, and staff development, many states have invested in career development systems to make training opportunities available for all providers at every level of their careers. For example, in Alabama, the state has funded mobile vans to take training materials to rural providers. In California, peer reviewers are used to evaluate and help improve child care programs at the local level. The state also provides a loan assumption program for providers who receive a degree in child development. In Montana, all providers who earn 60 additional credit hours of early childhood training receive an incentive award of $250.

Child Care Resource and Referral

To help families find good-quality child care, many states have created resource and referral networks. Some are centrally located, while others meet local or regional needs. Many of the resource and referral agencies are also used to train providers and to provide consumer education. Connecticut funds InfoLine, a statewide toll-free information, referral, and crisis line. InfoLine provides callers with access to a database of all licensed child care in the state, as well as a central point of entry for all human service systems in the state. Tennessee uses the block grant to fund five staff positions in the resource and referral service.

Development of Family Child Care Networks

Recognizing that family child care providers are an important resource for parents, particularly those with very young children and those who work overnight or weekend shifts, many states have invested in family child care networks designed to link providers with each other and with resources throughout the state. Kentucky provides mini-grants to help family child care providers start programs. Georgia has established a small project to mentor providers through the Community Family Child Care Quality Project. Both Maryland and Georgia provide financial support to providers to help them meet regulatory requirements and standards.

These funds and projects will continue to be important as states implement the Personal Responsibility and Work Opportunity Act of 1996. The new Act, which includes amendments to the Child Care and Development Block Grant, requires that a minimum of 4 percent of the total child care funds available to a state be used for quality improvement activities. In many communities, the most important need will be to improve the capacity of the existing child care system and to find ways to build in quality as new providers enter the system. The projects discussed in this report serve as useful illustrations of ways in which states have used these funds to meet these goals in the past, and they may be used as starting points for programs in the future.

For more information about the block grant report, contact the National Child Care Information Center at 800-616-2242.

What's New on the Internet at ERIC/EECE

• A new World Wide Web (WWW) site for the **Center for Career Development in Early Care and Education (CCDECE)** was set up on ERIC/EECE's WWW server during the past summer.

The CCDECE, located at Wheelock College in Boston, seeks to create a career development system for early childhood practitioners and to promote early childhood education as a professional field.

The CCDECE WWW site provides information about the CCDECE, a career development network, seminars in child care administration, and Centers for Child Care Policy and Training. The CCDECE WWW site also lists CCDECE publications and links to other early childhood Internet resources. The URL for the CCDECE WWW site is:

http://ericps.ed.uiuc.edu/ccdece/ccdece.html

• A new section on the ERIC/EECE WWW site is dedicated to the **Reggio Emilia Approach** to preschool education. This section contains publications related to the Reggio Emilia Approach, information about the REGGIO-L listserv discussion list, bibliographies of citations about Reggio Emilia from the ERIC database, information about Reggio-related videos and organizations, a calendar of Reggio-related events, and links to Reggio resources on the Internet. The URLs for the ERIC/EECE home page and the Reggio section are:

http://ericps.ed.uiuc.edu/ericeece.html

http://ericps.ed.uiuc.edu/eece/reggio.html

• In the National Parent Information Network (NPIN) WWW site, the **Full Texts of Parenting-Related Materials** (in the "Resources for Parents" section), which were formerly on the ERIC/EECE gopher, have now been formatted into WWW pages. This section contains resources arranged by topic, such as "Child Care" and "Children and the Media."

In the "Resources for Those Who Work with Parents" section is a list of **Books for Family Support Personnel.** This list also includes descriptions of publications intended to assist professionals who are developing services or programs for families.

The number of articles presented in NPIN's monthly feature, **Parent News,** has expanded since the last ERIC/EECE newsletter. The content of the newsletter's regular columns has also expanded. These columns include "Summaries/Reviews of Books for Parents," "Notable Newsletters," NETWorking: Other Gopher and Web Sites to Visit," "Organizations of Interest to Parents," and "Parenting Calendar." The URL for NPIN is:

http://ericps.ed.uiuc.edu/npin/npinhome.html

• Among all these changes is ERIC/EECE's **new WWW server,** a Sun Ultra 1 Model 140, which replaces our Apple Workgroup 80 server (donated by Apple Computer). Users should see faster and more reliable access to our sites with the new server.

• **And Continuing in Service . . .** are ERIC/EECE's other WWW sites: National Child Care Information Center, ReadyWeb, and National Center for Campus Children's Centers; and ERIC/EECE's eight listserv discussion groups (see the ERIC/EECE home page for links).

Fall Conferences

ERIC/EECE will exhibit at two major conferences this fall. We look forward to meeting you at our booth!

- National Middle School Association Annual Meeting
  Baltimore, MD, October 31-November 3, 1996
  Booth #919
- National Association for the Education of Young Children Annual Conference
  Dallas, TX, November 20-23, 1996
  Booth #220

A to Z: The Early Childhood Educator's Guide to the Internet. Revised Edition: June 1996

This basic primer and tool for using resources on the Internet has just been revised! The guide describes World Wide Web sites, gopher sites, and listservs for early childhood educators.

The guide is approximately 200 pages long and is printed on three-hole punched paper suitable for inclusion in a ring binder. The cost is $10; add an additional $5 if you want a customized ring binder. The purchase price also includes one update, which will be available in June 1997.

The guide was originally published in June 1995. The June 1996 guide is a completely revised edition. To order the *A to Z Guide*, use the accompanying Publications List order form or contact the clearinghouse.

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
805 W. Pennsylvania Ave.
Urbana, Illinois 61801-4897

ERIC/EECE PUBLICATIONS

October 1996

• ERIC Digests

Concise reports on timely issues. No cost or shipping charges. * indicates a digest also available in Spanish.

1996 Digests

- ***Key Characteristics of Middle Level Schools.***
- ***Resolving Differences between Parents and Teachers.***
- ***Action Research in Early Childhood Education.***
- ***Father/Male Involvement in Early Childhood Programs.***
- ***Working with Perfectionist Students.***
- ***Grandparents as Parents: A Primer for Schools.***
- ***Enhancing Students' Socialization: Key Elements.***
- ***Helping Early Childhood Teacher Education Students Learn about the Internet.***
- ***Hispanic-American Students and Learning Style.***
- ***Teaching Young Children about Native Americans.***
- ***The Contribution of Documentation to the Quality of Early Childhood Education.***

1995 Digests

- ***Financing Preschool for All Children.***
- ***School Readiness and Children's Developmental Status.***
- ***Encouraging Creativity in Early Childhood Classrooms.***
- ***Advertising in the Schools.***
- ***Parent, Family, and Community Involvement in the Middle Grades.***
- ***Supporting Girls in Early Adolescence.***
- **** Fostering Resilience in Children.***
- ***The Benefits of Mixed-Age Grouping.***
- ***The Changing Face of Parenting Education.***
- ***Performance Assessment in Early Childhood Education: The Work Sampling System.***
- ***The Internet and Early Childhood Educators: Some Frequently Asked Questions.***
- **** Hispanic Parent Involvement in Early Childhood Programs.***
- ***Full-Day Kindergarten Programs.***
- ***Family Involvement in Early Multicultural Learning.***

1994 Digests

- ***Integrate, Don't Isolate!—Computers in the Early Childhood Classroom.***
- **** Assessing the Development of Preschoolers.***
- ***The Risks of Rewards.***
- ***Peer Conflicts in the Classroom.***
- ***Integrating Children with Disabilities into Preschool.***
- ***Nutrition Programs for Children.***
- ***Children's Nutrition and Learning.***
- **** Violence and Young Children's Development.***
- **** The Project Approach.***
- ***Resource Rooms for Children: An Innovative Curricular Tool.***
- ***Asian-American Children: What Teachers Should Know.***
- ***Video Games and Children.***
- ***Lasting Benefits of Preschool Programs.***
- ***Using Federal Funds To Improve Child Care.***

1993 Digests

- ***Dispositions as Educational Goals.***
- ***Self-Esteem and Narcissism: Implications for Practice.***
- ***Collaboration: The Prerequisite for School Readiness and Success.***
- ***Developmentally Appropriate Programs.***
- ***Young Children's Social Development: A Checklist.***
- ***Health Care, Nutrition, and Goal One.***
- ***Homeless Children: Meeting the Educational Challenges.***
- ***Reggio Emilia: Some Lessons for U.S. Educators.***
- ***Multiple Perspectives on the Quality of Early Childhood Programs.***
- ***Problem Solving in Early Childhood Classrooms.***

pre-1993 Digests

- ***Teacher-Parent Partnerships.***
- ***The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children.***
- ***Aggression and Cooperation: Helping Young Children Develop Constructive Strategies.***
- ***Nongraded and Mixed-Age Grouping in Early Childhood Programs.***
- ***Implementing an Anti-Bias Curriculum in Early Childhood Classrooms.***
- ***The Role of Parents in the Development of Peer Group Competence.***
- ***Understanding and Facilitating Preschool Children's Peer Acceptance.***
- ***Having Friends, Making Friends, and Keeping Friends.***
- ***Beyond Transition: Ensuring Continuity in Early Childhood Services.***
- ***Integrated Curriculum in the Middle School.***
- **** Positive Discipline.***
- **** Guidelines for Family Television Viewing.***

Digests in Spanish

- ***La Violencia y el Desarrollo de los Niños.*** 1994
- ***El Fomento de la Elasticidad en los Niños.*** 1995
- ***La Participación de los Padres en los Programas Preescolares.*** 1995
- ***La Disciplina Positiva.*** 1992
- ***Guía Para Ver La Televisión En Familia.*** 1992
- ***El Método Llamado Proyecto.*** 1994
- ***La Evaluación del Desarrollo de los Alumnos Preescolares.*** 1994

• ERIC/EECE Newsletters

- ☐ ***ERIC/EECE Newsletter***, Twice yearly, free; check here to subscribe.
- ☐ The ***MAGnet Newsletter*** on mixed-age grouping. Twice yearly, $6, no postage/handling; check here to subscribe.

• Resource Lists

No cost or shipping charges.

- ☐ ***Developmentally Appropriate Practices in Primary Education.*** October, 1996.
- ☐ ***Internet Starting Points for Early Childhood Educators.*** October, 1996.
- ☐ ***Computer Software for Young Children.*** October, 1996.
- ☐ ***Scheduling at the Middle Level.*** October, 1996.

• Information Packets

Produced by ERIC/EECE and the North Central Regional Educational Laboratory (NCREL). Extensive collections of brochures, articles, ERIC Digests, and an extensive ERIC bibliography. Packaged in a special pocket folder. Especially intended for school and program administrators.

- ☐ ***Early Childhood Education.*** Cat. #500, $12.00.
- ☐ ***Parent Involvement.*** Cat. #501, $12.00.

• Major Publications

Perspectives Series. Titles in this series include an extensive bibliography of citations from the ERIC database.

- ☐ ***Reflections on the Reggio Emilia Approach***, a collection of seven papers (1994). Cat. #215, $10.
- ☐ ***Distinctions between Self-Esteem and Narcissism: Implications for Practice***, by Lilian G. Katz (1993). Cat. #212, 82p., $10.
- ☐ ***Dispositions: Definitions and Implications for Early Childhood Practices***, by Lilian G. Katz (1993). Cat. #211, 47p., $5.
- ☐ ***Multiculturalism in Early Childhood Programs***, by Carmen Treppte, Victoria R. Fu, and Andrew J. Stremmel (1993). Cat. #210, 99p., $12.
- ☐ ***Trends and Issues in the Dissemination of Child Development and Early Education Knowledge***, by Lilian G. Katz (1993). Cat. #209, 28p., $5.
- ☐ ***Five Perspectives on the Quality of Early Childhood Programs***, by Lilian G. Katz (1993). Cat. #208, 94p., $12.

Other Major Publications

- ☐ ***Building Social Competence in Children.*** Garry R. Walz, Lilian G. Katz, and others (1995). Cat. #216, $10.
- ☐ ***A to Z: The Early Childhood Educator's Guide to the Internet***, by the ERIC/EECE staff, with an introduction by Bonnie Blagojevic (Rev. 1996). Cat. #214, $10.
- ☐ ***Helping Others with Their Teaching***, by Lilian G. Katz (revised 1991). Cat. #213, 30p., $5.
- ☐ ***NEW! Child Development Knowledge and Teachers of Young Children***, by Lilian G. Katz (1996). Cat. #217, $10.
- ☐ ***NEW! A Catalog of Projects***, by the Project Approach Study Group (1996). Edited by Judy Helm. Cat. #218, $5.

• ReadySearches

Computer search reprints with 75 to 100 abstracts of ERIC documents and journal articles, updated approximately every 6 months ($8.00 each).

- ☐ ***School Readiness.*** (Cat. #108).
- ☐ ***Developmentally Appropriate Programs for Young Children.*** (Cat. #109).
- ☐ ***Mixed-Age Groups in Early Childhood and Elementary Education.*** (Cat. #112).
- ☐ ***Family Literacy.*** (Cat. #114).
- ☐ ***Social Competence in Early Childhood.*** (Cat. #116).
- ☐ ***Outcome Based Education.*** (Cat. #117).
- ☐ ***Computer Networking in Grades K – 12.*** (Cat. #118).
- ☐ ***Parent Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12.*** (Cat. #120).
- ☐ ***Team Teaching in Pre-K through Grade 8.*** (Cat. #121).
- ☐ ***Parent Education.*** (Cat. #123).
- ☐ ***Kindergarten Scheduling and Kindergarten Research.*** (Cat. #127).
- ☐ ***Integrated Curriculum in Grades K through 6.*** (Cat. #128).
- ☐ ***Multicultural Education in Pre-K – Grade 8.*** (Cat. #130).
- ☐ ***Integrated Curriculum at the Middle Level.*** (Cat. #131).
- ☐ ***Cooperative Learning in Pre-K – Grade 8.*** (Cat. #132).
- ☐ ***Violence in the Schools.*** (Cat. #133).
- ☐ ***After-School and Enrichment Programs for Young Adolescents.*** (Cat. #134).
- ☐ ***Class Size in Grades K through 12.*** (Cat. #135).
- ☐ ***Television and Children.*** (Cat. #136).

Ordering Information

Check or money order must accompany orders for cost items. Allow 3 weeks for delivery. **Checks from outside the U.S. must be payable in U.S. dollars through a U.S. bank.**

Name _____

Organization _____

Street _____

City _____ State ___ Zip+4 _____-____

Title/Occupation _____

Check items desired. No postage and handling necessary for no-cost items.

Cost items:

- Total cost of items _____
- Postage and handling. Add $1.50 (overseas orders, add $3.00) to the cost of each item ordered. _____

Total amount enclosed: _____

Make checks payable to: The University of Illinois

Do not detach order from rest of the publications list. Send to:

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

For information on quantity orders, or for other information, contact ERIC/EECE:

phone: 217-333-1386, 800-583-4135
fax: 217-333-3767
email: ericeece@uiuc.edu

ERIC/EECE Digests in Languages Other Than English

ERIC/EECE has been translating selected Digests into **Spanish** for several years. These Digests include *Fostering Resilience in Children*; *Hispanic Parent Involvement in Early Childhood Programs*; *Assessing the Development of Preschoolers*; *Violence and Young Children's Development*; *The Project Approach*; *Positive Discipline*; and *Guidelines for Family Television Viewing*.

We are now in the process of translating selected Digests into **Mandarin Chinese.** These Digests should be available in early 1997 and include the following titles: *Asian-American Children: What Teachers Should Know*; *Assessing the Development of Preschoolers*; *Fostering Resilience in Children*; *Guidelines for Family Television Viewing*; *Positive Discipline*; *The Project Approach*; *The Role of Parents in the Development of Peer Group Competence*; *Supporting Girls in Early Adolescence*; *Teacher-Parent Partnerships*; and *Violence and Young Children's Development*.

We will soon be translating selected Digests into **Korean.** Look for information on these Digests in next spring's newsletter or check the ERIC/EECE World Wide Web site.

ERIC Increases Access to Its Resources

The Internet and new CD-ROM products are increasing public access to ERIC resources. A complete listing of all ERIC system Internet resources is available from ERIC/EECE (800-583-4135). Four companies—Knight Ridder (DIALOG; 800-334-2564), Silver Platter (800-343-0064), EBSCO (800-653-2726), and NISC (sold by the ERIC Processing and Reference Facility)—now offer the ERIC database on CD-ROM.

The National Information Services Co. (NISC) offers the lowest priced CD-ROM product. The product consists of a Current disc (containing journal articles and documents added to the ERIC database since 1980) and an Archival disc (1966-1979). The ERIC Facility has arranged to sell an annual subscription to the Current disc, which is updated quarterly, for $100. The Archival disc may be purchased as part of an initial two-disc set, or separately, for $25. The Current disc is also available without a subscription for $25. The product is available with a Spanish-language interface. For more information about the discs, contact the ERIC Facility at 800-799-3742.

Happy Birthday, ERIC!

For 30 years, ERIC has been an important part of the international education dissemination system. Did you know that:

- ERIC offers rich education resources in its heavily used database of 900,000 records and clearinghouse publications.
- ERIC is accessible from virtually anywhere in the world, via the Internet and CD-ROM. More than 1,000 institutions in 7 countries provide access to the ERIC database, microfiche collection, and other ERIC resources.
- ERIC is responsive to its users. As a system of 19 system components and 10 adjunct clearinghouses, we responded last year to 50,000 toll-free calls, 80,000 letters, and 500,000 email questions; we fostered communication through the 27 listserve operated by the ERIC system; and we distributed more than 1.5 million copies of all clearinghouse publications.
- ERIC works cooperatively to reduce duplication of effort and ensure cost-effective service through its partner program and in partnership with the private sector. More than 625,000 copies of ERIC-produced publications were distributed by other organizations in 1995.

Do You Want To Continue Receiving This Newsletter?

Because of new postal regulations, we need to add the four-digit extension of your zip code to our mailing list to keep mailing costs down. Please fill in your name and address, cut out this box, and mail or fax it to us at: ERIC/EECE, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897; fax: 217-333-3767. **Or, order some publications by mail or fax and include your complete zip on the order form; we'll update your newsletter mailing list entry so that you'll receive future newsletters!**

Name: _____

Organization: _____

Address: _____ City: _____ State: ____ Zip: _____-_____

ERIC/EECE
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897

Address Correction Requested

ERIC/EECE Newsletter

ISSN 0883 4148

Volume 8 Number 2 Fall 1996

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Laurel Preece

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 805 W. Pennsylvania, Urbana, IL 61801-4897.

ERIC Clearinghouse on Elementary and Early Childhood Education
Children's Research Center, 51 Gerty Dr., Champaign, IL 61820-7469
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@uiuc.edu

ERIC/EECE Newsletter
vol 9 no 1
Spring 1997

Application of Child Development Knowledge

Lilian G. Katz

We often cite the importance of preparing children to participate in a democratic society as a criterion for designing curriculum and pedagogical practices. Indeed, preparation for democracy may be one of the very few goals educators can still agree on. Broudy (1977) defined commitment to the democratic process as a "fundamental unifying principle of Americans" (p. 76), stating that "consensus for this principle is based not only on rational grounds, it is part of the common moral intuition. It may be called our fundamental moral reflex" (p. 76). However, if we do not know enough about the relationships between early experience and the ultimate competencies necessary for effective participation in democratic processes, how can we design appropriate educational practices?

Let us ponder, for example, the traditional claim of early childhood thinkers, such as Maria Montessori, that it is developmentally appropriate to teach young children a strong sense of universal brotherhood. Some claim that children are born free of prejudice or bias with respect to those who are different from them. These claims seem to make common sense, even if they are difficult to ascertain. A case could be made, however, at least in theory, that it is developmentally appropriate for young children to view the practices and habits of their own family, group, or village as the best ones, the only way, or, at least, better than those of others. I wonder if cultural relativity may be developmentally inappropriate or even impossible in the early years. Furthermore, a case can be made for young children's development being well served by cultural certainty (versus relativity) if that implies a clear sense of what is normal and therefore not normal, of what is "our way" and therefore "not our way," and of what is good and bad, right and wrong, during the early years when their characters are still in formation. Could a developmental perspective be taken to suggest that the real long-term developmental task is to *outgrow* these immature judgments of what is normal, abnormal, good, right, or best? Genuine acceptance, belief in, and commitment to universal brotherhood and equality surely require a long maturing process and are unlikely to simply be inborn.

Inside . . .

- Families, Technology, & Education Conference
- ERIC/EECE Journal
- Passages to Inclusion
- CLAS Call for Materials
- Head Start Reviewers
- NCEDL Study
- What's New on the Internet at ERIC/EECE
- Call for Papers

These questions raise further questions. Who is responsible for defining the desired outcomes of development? Can we come to a reasonable consensus on desirable outcomes with enough detail to be meaningful? What assumptions can we make about the processes and procedures by which to reach the ultimate goals of development, given the diversity of cultural contexts and backgrounds we must be knowledgeable of and sensitive to? Clearly, conceptions of the desirable ultimate goals of development are bound by culture. But what do we mean by culture in this context? Everyone participates in a culture; in our country, it is likely that most of us participate in several cultures and subcultures simultaneously. Conceptions of what is normal at any stage of development as well as at

PS 027208

end states probably vary widely within as well as between cultures. Similarly, conceptions of what is normal versus merely within acceptable limits of behavior, and of what is superior rather than inferior human development, also vary within and between cultures.

Furthermore, conceptions of the ultimate goals of development very likely undergo constant change, and they have always done so. It is unlikely that the cultural contexts in which our present students of early childhood teacher education will probably work will remain static throughout their entire careers. Furthermore, children are unlikely to have the very same beliefs and feelings or to attribute the same meanings as their parents to important aspects of their lives.

Perhaps the processes by which development is achieved are so complex that they are very largely unknowable. Perhaps a developmental process may be effective in Context A but not in another, and, similarly, a process may be ineffective or even negative in Context B but not in Context C. While it may be fairly easy for us to accept the proposition that conceptions of the desired ends of development are culture bound, it is more difficult to acknowledge and accept the proposition that the concept of development itself is a product of culture, and that all concepts are cultural products, including the concept of culture itself! However, if we pursue this line of reasoning, we quickly reach a state of infinite regress and of reasoning backward to a point where we can become conceptually paralyzed and incapacitated.

It seems reasonable as well as practical to assume that the processes involved in development are not random; in which case, they must be in some sense systematic, even if the system is so complex that it is not—at least as yet—sufficiently knowable.

For More Information

Broudy, H. S. (1977). Educational unity in a pluralistic society. *School Review, 86*(1), 70-81. EJ176783.

This article was excerpted from Child Development Knowledge and Teachers of Young Children *(Catalog No. 217) available from the ERIC Clearinghouse on Elementary and Early Childhood Education, telephone 800-583-4135.*

Families, Technology, & Education Conference Oct. 30 – Nov. 1, 1997—Itasca, Illinois

Just as the automobile changed family life and expectations, creating new opportunities and unexpected challenges, so are new electronic technologies changing the ways parents raise and educate their children.

The Families, Technology, and Education (FTE) Conference, the first conference ever sponsored by ERIC and the National Parent Information Network (NPIN), will provide opportunities to reflect on the nature of current and emerging technologies and on the ways they affect family life and the education of children. The impact of the Internet, new telephone technologies, television, and other media will be the focus of the discussions. Presenters will include technology experts, policymakers, program planners, educators, parents, and parenting professionals.

The conference is intended for parents and those who work with families, including family support personnel, educators, corporate executives, media specialists, librarians, health care specialists, publishers, and information systems developers.

For more information, check the FTE Web site at *http://ericps.crc.uiuc.edu/fte/ftehome.html* or contact Anne Robertson, National Parent Information Network, phone: 800-583-4135, email: *arobrtsn@uiuc.edu*.

New ERIC/EECE Electronic Journal: *Early Childhood Research and Practice*

ERIC/EECE will begin publication of the first refereed electronic journal in early childhood education in 1998. *Early Childhood Research and Practice (ECRP)* will include reports of practice and research-into-practice related to the growth, learning, development, care, and education of children from birth to about age 8. Manuscripts of approximately 25 double-spaced pages can be submitted electronically (via electronic mail or on disk).

ECRP will emphasize articles reporting practice-related research, classroom practice, issues in practice and parenting, and related policy matters. Brief descriptions of research and development in progress supplied by researchers will also be included. The journal will include a section for letters to the editor, a special regular column on early childhood-related matters on the Internet, articles and essays that present opinions and reflections, listings of recent publications abstracted and indexed in the ERIC database, and short communications of relevance to readers.

For additional information and author guidelines, contact *ericeece@uiuc.edu*.

From the Adjunct ERIC Clearinghouse on Child Care (National Child Care Information Center)

Passages to Inclusion

The goal of inclusive child care is to enrich *all* children's early life experiences and to present opportunities for them to develop to their fullest potential within a safe, healthy, and nurturing environment.

The passage of the Americans with Disabilities Act (ADA) in 1990 sent a clear message to the American people that children and adults with disabilities are entitled to the same rights and privileges that others enjoy. This means that children with disabilities are legally entitled to equal access to community-based child care settings. State, territorial, and tribal child care administrators, in partnership with families and the child care community, have an opportunity to take a leadership role in establishing inclusive systems of care that improve quality, access, and affordability for all children.

In response to this challenge, a national *Leadership Forum* on the inclusion of children with disabilities in community-based child care settings was sponsored in 1995 by the Administration for Children and Families' (ACF) Child Care Bureau, in conjunction with ACF's Administration for Developmental Disabilities (ADD) and Head Start Bureau; the Maternal and Child Health Bureau, U.S. Department of Health and Human Services; and the Office of Special Education and Rehabilitative Services, U.S. Department of Education. Participants included parents; direct service providers; teachers; academic professionals; interagency coordinating council members; members of disabilities, health, and child care associations; child care resource and referral agencies; evaluators; advocates; and federal, state, and local officials.

Under the direction of the Child Care Bureau, a new technical assistance monograph *Passages to Inclusion: Creating Systems of Care for ALL Children* has been developed. The monograph, a synthesis of the proceedings from the national *Leadership Forum*, has been compiled as a resource for the development of high-quality, inclusive child care services for all children and families. It is designed for use by state, territorial, and tribal child care administrators in fostering the inclusion of children with disabilities in child care settings. The information is also useful to families, child care programs, organizations serving children with disabilities, and other groups and individuals who may be partnering with child care administrators.

The monograph highlights programs that have taken the lead in creating a real passage to inclusion by removing physical, financial, and attitudinal barriers in child care settings. It also includes concrete recommendations that will benefit all children and raise the quality of child care throughout the nation. The publication is organized in sections that provide information, resources, specific recommendations, and strategies related to each of the major issue areas that were discussed by the *Leadership Forum* participants. Those issues were:

- Staffing
- Facilities and Environments
- Administration of Inclusive Practices
- Financing
- Community Resources

The monograph's appendices include additional information on initiatives and programs highlighted in the text, background information on disabilities legislation, articles and statements on inclusion and child care, recent publications, and national organizations with resources for inclusive child care to facilitate linkages between the child care and disability communities.

The *Passages to Inclusion: Creating Systems of Care for ALL Children* monograph will be available in full text on the National Child Care Information Center (NCCIC) Web site at:

http://ericps.crc.uiuc.edu/nccic/nccichome.html

Additional information about the monograph, inclusion of children with disabilities in child care settings, or other child care topics can be obtained by contacting the Adjunct ERIC Clearinghouse on Child Care:

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
phone: 800-616-2242
fax: 800-716-2242
TTY: 800-516-2242
email: *ngoldstein@acf.dhhs.gov*

CLAS Call for Materials

You are invited to submit materials to the CLAS (Culturally and Linguistically Appropriate Services) Early Childhood Research Institute for consideration for dissemination. CLAS acquires, reviews, and disseminates information about materials that promote early intervention practices that are effective, appropriate, and sensitive to children (birth to age 5) and families who diverge culturally and/or linguistically from the majority of the population, including:

- Training materials for early childhood personnel
- Information packets for parents and teachers
- Resource materials and curriculum guides
- Promotional materials
- Journal articles, books, and book chapters
- Videos, audiotapes, and multimedia kits

CLAS will disseminate information about your work to a wide audience on the Internet, in print, and (eventually) on CD-ROM. The first major federally funded effort to collect and identify effective materials intended for culturally and linguistically diverse children and families, CLAS will be used extensively by administrators, teachers, researchers, students, parents, and the general public.

For more information on submitting materials, contact CLAS at 800-583-4135.

Call for Head Start Reviewers

The National Head Start Bureau is expanding its pool of peer reviewers and consultants who will assist with the review of current and future activities, policies, and research. Individuals who are accepted will also receive announcements concerning the availability of funds for grants, fellowships, and programs. For more information, contact: Dakota Technologies Corporation, Head Start Reviewers and Consultants, E-A19, Fair Oaks Commerce Center, 11320 Random Hills Road, Suite 105, Fairfax, VA 22030; fax: 703-218-2483, email: *dakotacorp@aol.com*. If you have an IBM-compatible PC and would prefer to submit the application form electronically, please indicate whether you have a 3-1/2 or 5-1/4 inch disk drive.

NCEDL Child Development Study

Researchers with the new National Center for Early Development and Learning (NCEDL), housed administratively at the Frank Porter Graham Child Development (FPG) Center at the University of North Carolina at Chapel Hill (UNC-CH), have hit the ground running as they begin five-year studies aimed at supporting U.S. children's intellectual and social development.

Don Bailey, director of both FPG and NCEDL, reports these major events to date:

- Data from a nationwide kindergarten transitions survey that was mailed to more than 10,000 kindergarten teachers last fall are being analyzed.
- A national policy forum to examine current research about high-quality child care and the implications of welfare reform for high-quality child care will be held this year.
- A synthesis conference to apply current knowledge to current practice with infants and toddlers, principally those in out-of-home care, will be held later this year.
- The Research to Practice Strand has created a national database for dissemination, and a new quarterly newsletter will be published this spring. NCEDL's home page on the Internet is under construction and can be found at *http://www.fpg.unc.edu/ncedl* this spring.
- Other products include quarterly *Early Childhood Research and Policy Briefs*.

NCEDL researchers include senior faculty members at UNC-CH, the University of Virginia, the University of Arkansas at Little Rock, and the University of California at Los Angeles.

NCEDL is funded by the U.S. Department of Education's Office of Educational Research and Improvement through the National Institute on Early Childhood Development and Education.

What's New on the Internet at ERIC/EECE

New Address for ERIC/EECE Web Sites

As a result of ERIC/EECE's move to a new building on the University of Illinois campus, **our Web server address has changed.** The change affects only the second subdomain in the URL (i.e., what used to be ".ed." is now ".crc."). The new URL for the ERIC/EECE home page is:

http://ericps.crc.uiuc.edu/ericeece.html

The change also affects ERIC/EECE's other Web sites. Note, however, that for now, the old URLs will still connect you to the Web sites.

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
51 Gerty Drive
Champaign, Illinois 61820-7469

ERIC/EECE PUBLICATIONS

January 1997

• ERIC Digests

Concise reports on timely issues. No cost or shipping charges. * indicates a digest also available in Spanish.

1996 Digests

- *Key Characteristics of Middle Level Schools*
- *Working with Shy or Withdrawn Students*
- *Preventing and Resolving Parent-Teacher Differences*
- *Action Research in Early Childhood Education*
- *Father/Male Involvement in Early Childhood Programs*
- *Working with Perfectionist Students*
- *Grandparents as Parents: A Primer for Schools*
- *Enhancing Students' Socialization: Key Elements*
- *Helping Early Childhood Teacher Education Students Learn about the Internet*
- *Hispanic-American Students and Learning Style*
- *Teaching Young Children about Native Americans*
- *The Contribution of Documentation to the Quality of Early Childhood Education*

1995 Digests

- *Financing Preschool for All Children*
- *School Readiness and Children's Developmental Status*
- *Encouraging Creativity in Early Childhood Classrooms*
- *Advertising in the Schools*
- *Parent, Family, and Community Involvement in the Middle Grades*
- *Supporting Girls in Early Adolescence*
- * *Fostering Resilience in Children*
- *The Benefits of Mixed-Age Grouping*
- *The Changing Face of Parenting Education*
- *Performance Assessment in Early Childhood Education: The Work Sampling System*
- *The Internet and Early Childhood Educators: Some Frequently Asked Questions*
- * *Hispanic Parent Involvement in Early Childhood Programs*
- *Full-Day Kindergarten Programs*
- *Family Involvement in Early Multicultural Learning*

1994 Digests

- *Integrate, Don't Isolate!—Computers in the Early Childhood Classroom*
- * *Assessing the Development of Preschoolers*
- *The Risks of Rewards*
- *Peer Conflicts in the Classroom*
- *Integrating Children with Disabilities into Preschool*
- *Nutrition Programs for Children*
- *Children's Nutrition and Learning*
- * *Violence and Young Children's Development*
- * *The Project Approach*
- *Resource Rooms for Children: An Innovative Curricular Tool*
- *Asian-American Children: What Teachers Should Know*
- *Video Games and Children*
- *Lasting Benefits of Preschool Programs*
- *Using Federal Funds To Improve Child Care*

1993 Digests

- *Dispositions as Educational Goals*
- *Self-Esteem and Narcissism: Implications for Practice*
- *Collaboration: The Prerequisite for School Readiness and Success*
- *Developmentally Appropriate Programs*
- * *Young Children's Social Development: A Checklist*
- *Health Care, Nutrition, and Goal One*
- *Homeless Children: Meeting the Educational Challenges*
- *Reggio Emilia: Some Lessons for U.S. Educators*
- *Multiple Perspectives on the Quality of Early Childhood Programs*
- *Problem Solving in Early Childhood Classrooms*

pre-1993 Digests

- *Teacher-Parent Partnerships*
- *The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children*
- *Aggression and Cooperation: Helping Young Children Develop Constructive Strategies*
- *Nongraded and Mixed-Age Grouping in Early Childhood Programs*
- *Implementing an Anti-Bias Curriculum in Early Childhood Classrooms*
- *The Role of Parents in the Development of Peer Group Competence*
- *Understanding and Facilitating Preschool Children's Peer Acceptance*
- *Having Friends, Making Friends, and Keeping Friends*
- *Beyond Transition: Ensuring Continuity in Early Childhood Services*
- *Integrated Curriculum in the Middle School*
- * *Positive Discipline*
- * *Guidelines for Family Television Viewing*

Digests in Spanish

- *La Violencia y el Desarrollo de los Niños*. 1994
- *El Desarrollo Social de los Niños: Una Lista de Cotejo*. 1993
- *El Fomento de la Elasticidad en los Niños*. 1995
- *La Participación de los Padres en los Programas Preescolares*. 1995
- *La Disciplina Positiva*. 1992
- *Guía Para Ver La Televisión En Familia*. 1992
- *El Método Llamado Proyecto*. 1994
- *La Evaluación del Desarrollo de los Alumnos Preescolares*. 1994

• ERIC/EECE Newsletters

- ☐ ***ERIC/EECE Newsletter***. Twice yearly, free; check here to subscribe.
- ☐ The ***MAGnet Newsletter*** on mixed-age grouping. Twice yearly, $6, no postage/handling; check here to subscribe.

• Resource Lists

No cost or shipping charges.

- ☐ ***Developmentally Appropriate Practices in Primary Education***. October, 1996.
- ☐ ***The Project Approach***. October, 1996.
- ☐ ***Internet Starting Points for Early Childhood Educators***. October, 1996.
- ☐ ***Computer Software for Young Children***. October, 1996.
- ☐ ***Scheduling at the Middle Level***. October, 1996.

• Information Packets

Produced by ERIC/EECE and the North Central Regional Educational Laboratory (NCREL). Extensive collections of brochures, articles, ERIC Digests, and an extensive ERIC bibliography. Packaged in a special pocket folder. Especially intended for school and program administrators.

- ☐ ***Early Childhood Education***. Cat. #500, $12.00.
- ☐ ***Parent Involvement***. Cat. #501, $12.00.

• Major Publications

Perspectives Series. Titles in this series include an extensive bibliography of citations from the ERIC database.

- ☐ ***Reflections on the Reggio Emilia Approach***, a collection of seven papers (1994). Cat. #215, $15.
- ☐ ***Distinctions between Self-Esteem and Narcissism: Implications for Practice***, by Lilian G. Katz (1993). Cat. #212, 82p., $10.
- ☐ ***Dispositions: Definitions and Implications for Early Childhood Practices***, by Lilian G. Katz (1993). Cat. #211, 47p., $5.
- ☐ ***Multiculturalism in Early Childhood Programs***, by Carmen Treppte, Victoria R. Fu, and Andrew J. Stremmel (1993). Cat. #210, 99p., $12.
- ☐ ***Trends and Issues in the Dissemination of Child Development and Early Education Knowledge***, by Lilian G. Katz (1993). Cat. #209, 28p., $5.
- ☐ ***Five Perspectives on the Quality of Early Childhood Programs***, by Lilian G. Katz (1993). Cat. #208, 94p., $12.

Other Major Publications.

- ☐ *NEW!* ***Child Development Knowledge and Teachers of Young Children***, by Lilian G. Katz (1996). Cat. #217, $10.
- ☐ *NEW!* ***The Project Approach Catalog***, by the Project Approach Study Group (1996). Judy Helm, ed. Cat. #218, $5.
- ☐ ***A to Z: The Early Childhood Educator's Guide to the Internet***, by the ERIC/EECE staff, with an introduction by Bonnie Blagojevic (Rev. 1996). Cat. #214, $10.
- ☐ ***Building Social Competence in Children.*** Garry R. Walz, Lilian G. Katz, and others (1995). Cat. #216, $10.
- ☐ ***Helping Others with Their Teaching***, by Lilian G. Katz (revised 1993). Cat. #213, 30p., $5.

• ReadySearches

Computer search reprints with 75 to 100 abstracts of ERIC documents and journal articles, updated approximately every 6 months ($8.00 each).

- ☐ ***School Readiness***. (Cat. #108).
- ☐ ***Developmentally Appropriate Programs for Young Children***. (Cat. #109).
- ☐ ***Mixed-Age Groups in Early Childhood and Elementary Education***. (Cat. #112).
- ☐ ***Family Literacy***. (Cat. #114).
- ☐ ***Social Competence in Early Childhood***. (Cat. #116).
- ☐ ***Parent Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12***. (Cat. #120).
- ☐ ***Team Teaching in Pre-K through Grade 8***. (Cat. #121).
- ☐ ***Parent Education***. (Cat. #123).
- ☐ ***Kindergarten Scheduling/Research***. (Cat. #127).
- ☐ ***Integrated Curriculum in Grades K through 6***. (Cat. #128).
- ☐ ***Multicultural Education in Pre-K – Grade 8***. (Cat. #130).
- ☐ ***Integrated Curriculum at the Middle Level***. (Cat. #131).
- ☐ ***Cooperative Learning in Pre-K – Grade 8***. (Cat. #132).
- ☐ ***Violence in the Schools***. (Cat. #133).
- ☐ ***After-School and Enrichment Programs for Young Adolescents***. (Cat. #134).
- ☐ ***Class Size in Grades K through 12***. (Cat. #135).
- ☐ ***Television and Children***. (Cat. #136).

Ordering Information

(Prices subject to change without notice)

Credit card information, check, or money order must accompany orders for cost items. Credit card orders can also be phoned in to 800-583-4135. Allow 3 weeks for delivery. **Checks from outside the U.S. must be payable in U.S. dollars through a U.S. bank.**

Check enclosed ___ **(payable to the University of Illinois)**

Charge to ___ Visa ___ Mastercard
___ American Express ___ Discover

Account no._____ Exp. date _____

Signature _____

Name on card _____

Your name _____

Send to _____

Street _____

City _____ State ____ Zip+4 _____-____

Phone _____ Fax _____

Check items desired. No postage and handling necessary for no-cost items.

Cost items: • Total cost of items _____

• Postage and handling. Add $1.50 (overseas orders, add $3.00) to the cost of each item ordered. _____

Total amount enclosed: _____

Do not detach order from rest of the publications list. Send to: ERIC/EECE, University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

For information on quantity or purchase orders, contact ERIC/EECE:

phone: 217-333-1386; 800-583-4135
fax: 217-333-3767 **email:** ericeece@uiuc.edu

New Features

Search engines have been installed on each of the Web sites sponsored or maintained by ERIC/EECE to help our users more easily locate resources on the Web sites. On the **ERIC/EECE Web site**, all clearinghouse digests, beginning with 1990 digests, are available in the "Publications/Digests" section. On the **National Parent Information Network**, a "What's New" section has been added; the monthly *Parent News* newsletter has been expanded; and more materials have been added to the topical areas in the "Resources for Parents/Full Texts" section. The NPIN URL is:

http://ericps.crc.uiuc.edu/npin/npinhome.html

Subsequent to ERIC/EECE's move, we have **discontinued the operation of our Gopher sites.** All material formerly on the Gopher sites is available on the Web sites.

New Web Sites

A new Web site for the California **Child Care Health Program (CCHP)** was set up on ERIC/EECE's Web server in autumn 1996. CCHP's mission is to assure quality of child care, focusing on health and safety issues and with a special emphasis on family child care providers.

The CCHP Web site contains information for California child care providers and for providers nationally. Items available on the Web site include: (1) *Child Care Health Connections* newsletters, with short articles related to children's health and nutrition; (2) fact sheets on children's health and nutrition in child care centers; and (3) training curricula and resources. CCHP's URL is:

http://ericps.crc.uiuc.edu/cchp/cchphome.html

Another new Web site was established in February 1997 for the **Culturally and Linguistically Appropriate Services (CLAS)** Early Childhood Research Institute. CLAS is a multiple-institution collaboration that seeks to evaluate early intervention practices that are sensitive to children and families outside the majority population. The CLAS Institute intends to collect, review, and catalog materials developed for these families and children. Reviews of these materials will eventually be available on the CLAS Web site at:

http://ericps.crc.uiuc.edu/clas/clashome.html

Also in February 1997, a Web site was set up for the **Families, Technology, and Education Conference.** The URL is:

http://ericps.crc.uiuc.edu/fte/ftehome.html

For more information on the conference, see the article on page 2.

CALL FOR PAPERS

Families, Technology, and Education Conference

The ERIC System and National Parent Information Network (a special project of the ERIC system) are accepting 500-word abstracts of papers to be presented at the Families, Technology, and Education Conference to be held October 30–November 1, 1997 in Itasca, Illinois (near Chicago O'Hare International Airport) for the following conference strands:

- Using technology to link schools, families, and students
- Mass media effects on children and family life
- The Internet and its influence on family life
- Using technology to monitor children's activities
- Disability and giftedness: Technology and the families of exceptional children
- Equity issues in family access to computer technology

Abstracts are **due by June 1, 1997**. Submitters will be notified of acceptance by June 30, 1997. Final papers (10–25 manuscript pages) are due by September 1, 1997. Proceedings of the conference will be published by the ERIC Clearinghouse on Elementary and Early Childhood Education. Abstracts (200 words) may also be submitted for poster sessions that highlight particular projects or products related to the topics of the conference. Abstracts may be submitted by mail or electronically to:

Anne Robertson, Program Chair, National Parent Information Network–ERIC/EECE
University of Illinois at Urbana-Champaign, Children's Research Center
51 Gerty Drive, Champaign, IL 61820-7469
Phone: 217-333-1386 or 800-583-4135; Fax: 217-333-3767; Email: *arobrtsn@uiuc.edu*
URL: *http://ericps.crc.uiuc.edu/fte/ftehome.html*

ERIC/EECE
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

NON-PROFIT ORG.
U.S. POSTAGE PAID
CHAMPAIGN,
ILLINOIS 61820
PERMIT NO. 75

Address Correction Requested

ERIC/EECE Newsletter

ISSN 0883 4148

Volume 9 Number 1 Spring 1997

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 51 Gerty Drive, Champaign, IL 61820-7469. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Laurel Preece

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 51 Gerty Drive, Champaign, IL 61820-7469.

ERIC Clearinghouse on Elementary and Early Childhood Education
Children's Research Center, 51 Gerty Dr., Champaign, IL 61820-7469
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@uiuc.edu

ERIC/EECE Newsletter
vol 9 no 2
Fall 1997

PS 027208

Tomorrow Begins Today: Implications from Research

Lilian G. Katz

During my experience in working with colleagues around the world, I have been struck by the frequency with which they dwell on the subject of what they would do if only they had more funds, better space, more materials, well-trained staff, and other much needed and highly desirable resources. On the other hand, I have worked with teachers in cities such as Chicago, Milwaukee, Washington, DC, and others in which teachers are unable to take their children outside of the school to explore because the school is the only safe building in the neighborhood. Similarly, many teachers in such environments in a rich country like the United States cannot engage their children in close study of their natural environment, not only because of the dangers in the streets, but because nothing now grows in the neighborhood. Thus, the challenge for many teachers in many countries, both rich and poor, is to work in less-than-ideal conditions and yet to engage their youngsters in experiences worthy of their lively growing minds and their developing sensibilities.'I want to suggest four findings from recent research on the early years that suggest that what we do with and for children today is related to all of their tomorrows.

(1) *Early experience has lasting effects.* The evidence is now virtually irrefutable that any provisions for young children—whether in the home or outside of it—that are less than top quality represent missed opportunities to make substantial contributions to the rest of their lives. No one today with serious educational and social policy-making responsibility for a community or a country would now argue against the proposition that the experiences of the early years of life have a powerful influence on all later ones.

(2) *Early childhood is the critical period of neurological development.* Dramatic new research on the development of the neurological system, particularly the brain (Abbott, 1997; Sylwester, 1995; Rutter & Rutter, 1992) offers us at least three significant findings: (a) approximately 80–85% of the neurological pathways a person ultimately acquires will develop during the first six years of life, and the rate of growth is steepest in the earliest of those years; (b) inadequate, faulty, or damaged neurological systems are not spontaneously repaired or regenerated as easily as other kinds of body tissue—to the extent that repair or alternative neurological pathways can be developed, the capacity to do so diminishes after the early years; (c) the human brain is much more a pattern-seeking than a pattern-receiving organ. The implication from these findings is that good-quality programs will include frequent opportunities for children to interact with each other, with adults, and with their environments in ways that will support their inborn quest for discerning cause–effect relations, the sequences of events, and other patterns.

(3) *All children come to us with lively minds.* Children come to our early childhood programs with different amounts of exposure to books, stories, being read to, holding and using pencils, having their questions answered, encouragement to read signs, and other kinds of experiences that help them adapt and adjust to school and the academic exercises so typical of the classroom. But all children come to school with the inborn disposition to make

Inside . . .

- *ECRP* Call for Papers
- ERIC/EECE Publications List
- Child Care Providers Are Key to High-Quality Care

sense of their experience, of their observations, and of their feelings (see Katz, 1995, Ch. 3). Young children compelled by circumstances to cope with the risks and vagaries of the streets or neighborhood often develop powerful intellectual capacities to predict, hypothesize, and analyze the contingencies they face. As long as children live in a reasonably predictable environment marked by optimum (versus maximum or minimum) stimulation and challenge, their intelligence will grow. This research then reminds us to resist the temptation to hold low expectations for children who have not been exposed to early literacy and other school-related skills and knowledge.

(4) *Early childhood is the critical period in social development.* Evidence has been accumulating for more than 25 years—primarily in North America—that unless children achieve minimal social competence by about the age of 6, plus or minus a half a year, the child is at risk for the rest of his or her life (Katz & McClellan, in press). In this aspect of development, the critical period of the first six years is not due to any limitations of the brain and its development. Rather, it is because of what is known as the recursive cycle, namely, that whatever pattern of social behavior a child has, the chances are that others will react to the child so that the pattern will be strengthened. It is important to note that for likable and unlikable children, their approach to (or withdrawal from) others occurs in a recursive cycle that feeds on itself, and that the child (in the negative cycle) cannot break it by him or herself. We now know a lot about how to help young children caught in a negative cycle. But we also know that help has to be offered early, and that teachers cannot help them unless the teacher/pupil ratio is low enough to permit frequent individualized interaction between children and adults, and close monitoring of social engagement in the classroom. Of course, small class size and good teacher/pupil ratios in and of themselves do not guarantee that teachers can help children overcome all social difficulties; but large class sizes make it virtually impossible to do so.

Taken together, these recent findings from research present a challenge to us all to make sure that our daily encounters with the very young set them on their way to fulfilling tomorrows.

References

Abbott, J. (1997). To be intelligent. *Educational Leadership, 54*(6), 6–10.

Dishion, T. J., Patterson, G. R., Stoolmiller, M., & Skinner, M. L. (1991). Family, school, and behavioral antecedents to early adolescent involvement with antisocial peers. *Developmental Psychology, 27*(1), 172–180.

Katz, L. G. (1995). *Talks with teachers of young children. A collection.* Norwood, NJ: Ablex Publishing Corp.

Katz, L. G., & McClellan, D. (in press). *Helping children develop social relationships: The first of the four Rs.* Washington, DC: National Association for the Education of Young Children.

Rutter, M., & Rutter, M. (1992). *Developing minds. Challenge and continuity across the life span.* New York: Basic Books.

Sylwester, R. (1995). *A celebration of neurons: An educator's guide to the human brain.* Alexandria, VA: Association for Supervision and Development.

CALL FOR PAPERS
Early Childhood Research and Practice

Early Childhood Research and Practice is a peer-reviewed Internet journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Submissions are currently being accepted in the areas of the growth, learning, development, care, and education of children from birth to approximately age 8.

Early Childhood Research and Practice will be of interest to researchers, teacher educators, program planners, policy- and decision-makers, administrators, practitioners, and parents. The focus will be on applied research, or on research with practical implications; each issue will typically contain at least one article by an early childhood practitioner. The focus of the journal is on the nature and improvement of practice.

Author guidelines are available online at:

http://ericps.crc.uiuc.edu/eece/pubs/ecrp/ecrp.html

Papers may be submitted electronically or by surface mail to:

ECRP Editor
ERIC/EECE
Children's Research Center
University of Illinois at Urbana-Champaign
51 Gerty Drive, Champaign, IL 61820-7469
Phone: 217-333-1386 or 800-583-4135
Fax: 217-333-3767
E-mail: *ecrp@uiuc.edu*

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
51 Gerty Drive
Champaign, IL 61820-7469

ERIC/EECE PUBLICATIONS

December 1997

• ERIC Digests

Concise reports on timely issues. No cost or shipping charges.

1997 Digests

- ☐ *Television Violence: Content, Context, and Consequences*
- ☐ *Looping: Adding Time, Strengthening Relationships*
- ☐ *Helping Young Children Deal with Anger*
- ☐ *Child-Initiated Learning Activities for Young Children Living in Poverty*
- ☐ *Developmentally Appropriate Practice: What Does Research Tell Us?*
- ☐ *If an Adolescent Begins to Fail in School, What Can Parents and Teachers Do?*
- ☐ *When Retention Is Recommended, What Should Parents Do?*
- ☐ *Student-Led Conferences at the Middle Level*
- ☐ *A Developmental Approach to Assessment of Young Children*
- ☐ *Bullying in Schools*
- ☐ *The Debate over Spanking*

1996 Digests

- ☐ *Key Characteristics of Middle Level Schools*
- ☐ *Working with Shy or Withdrawn Students*
- ☐ *Preventing and Resolving Parent-Teacher Differences*
- ☐ *Action Research in Early Childhood Education*
- ☐ *Father/Male Involvement in Early Childhood Programs*
  - ☐ Chinese Version
- ☐ *Working with Perfectionist Students*
  - ☐ Chinese Version
- ☐ *Grandparents as Parents: A Primer for Schools*
- ☐ *Enhancing Students' Socialization: Key Elements*
- ☐ *Helping Early Childhood Teacher Education Students Learn about the Internet*
- ☐ *Hispanic-American Students and Learning Style*
- ☐ *Teaching Young Children about Native Americans*
- ☐ *The Contribution of Documentation to the Quality of Early Childhood Education*

1995 Digests

- ☐ *Financing Preschool for All Children*
- ☐ *School Readiness and Children's Developmental Status*
- ☐ *Encouraging Creativity in Early Childhood Classrooms*
- ☐ *Advertising in the Schools*
- ☐ *Parent, Family, and Community Involvement in the Middle Grades*
- ☐ *Supporting Girls in Early Adolescence*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *Fostering Resilience in Children*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Benefits of Mixed-Age Grouping*
- ☐ *The Changing Face of Parenting Education*
- ☐ *Performance Assessment in Early Childhood Education: The Work Sampling System*
- ☐ *The Internet and Early Childhood Educators: Some Frequently Asked Questions*
- ☐ *Hispanic Parent Involvement in Early Childhood Programs*
  - ☐ Spanish Version
- ☐ *Full-Day Kindergarten Programs*
- ☐ *Family Involvement in Early Multicultural Learning*

1994 Digests

- ☐ *Integrate, Don't Isolate!—Computers in the Early Childhood Classroom*
- ☐ *Assessing the Development of Preschoolers*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Risks of Rewards*
- ☐ *Peer Conflicts in the Classroom*
- ☐ *Integrating Children with Disabilities into Preschool*
- ☐ *Nutrition Programs for Children*
- ☐ *Children's Nutrition and Learning*
- ☐ *Violence and Young Children's Development*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Project Approach*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *Resource Rooms for Children: An Innovative Curricular Tool*
- ☐ *Asian-American Children: What Teachers Should Know*
  - ☐ Chinese Version
- ☐ *Video Games and Children*
- ☐ *Lasting Benefits of Preschool Programs*
- ☐ *Using Federal Funds To Improve Child Care*

1993 Digests

- ☐ *Dispositions as Educational Goals*
- ☐ *Self-Esteem and Narcissism: Implications for Practice*
- ☐ *Collaboration: The Prerequisite for School Readiness and Success*
- ☐ *Developmentally Appropriate Programs*
- ☐ *Young Children's Social Development: A Checklist*
  - ☐ Spanish Version
- ☐ *Health Care, Nutrition, and Goal One*
- ☐ *Homeless Children: Meeting the Educational Challenges*
- ☐ *Reggio Emilia: Some Lessons for U.S. Educators*
- ☐ *Multiple Perspectives on the Quality of Early Childhood Programs*
- ☐ *Problem Solving in Early Childhood Classrooms*

pre-1993 Digests

- ☐ *The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children*
- ☐ *Aggression and Cooperation: Helping Young Children Develop Constructive Strategies*
- ☐ *Nongraded and Mixed-Age Grouping in Early Childhood Programs*
- ☐ *Implementing an Anti-Bias Curriculum in Early Childhood Classrooms*
- ☐ *The Role of Parents in the Development of Peer Group Competence*
  - ☐ Chinese Version ☐ Spanish Version

☐ ***Understanding and Facilitating Preschool Children's Peer Acceptance***
☐ ***Having Friends, Making Friends, and Keeping Friends***
☐ ***Beyond Transition: Ensuring Continuity in Early Childhood Services***
☐ ***Integrated Curriculum in the Middle School***
☐ ***Positive Discipline***
☐ Chinese Version ☐ Spanish Version
☐ ***Guidelines for Family Television Viewing***
☐ Chinese Version ☐ Spanish Version

Digests in Chinese or Spanish

☐ All Chinese Digests
☐ All Spanish Digests

• ERIC/EECE Newsletter

☐ ***ERIC/EECE Newsletter***. Twice yearly, free; check here to receive the current issue.

• Resource Lists

No cost or shipping charges.

☐ ***Bullying in Schools: Resources***. June, 1997.
☐ ***Developmentally Appropriate Practices in Primary Education***. August, 1997.
☐ ***The Project Approach***. September, 1997.
☐ ***Scheduling at the Middle Level***. October, 1996.

• Major Publications

☐ ***NEW! Child Development Knowledge and Teachers of Young Children***, by Lilian G. Katz (1997). Cat. #217, $10.
☐ ***A to Z: The Early Childhood Educator's Guide to the Internet***, by the ERIC/EECE staff, with an introduction by Bonnie Blagojevic (Rev. 1998). Cat. #214, Loose-leaf pages only, $10. ☐$15 with binder.
☐ ***The Project Approach Catalog***, by the Project Approach Study Group (1996). Judy Helm, ed. Cat. #218, $5.
☐ ***Building Social Competence in Children***. Garry R. Walz, Lilian G. Katz, and others (1995). Cat. #216, $10.
☐ ***Helping Others with Their Teaching***, by Lilian G. Katz (revised 1993). Cat. #213, 30p., $5.

Perspectives Series. Titles in this series include an extensive bibliography of citations from the ERIC database.

☐ ***Reflections on the Reggio Emilia Approach***, a collection of seven papers (1994). Cat. #215, $15.
☐ ***Distinctions between Self-Esteem and Narcissism: Implications for Practice***, by Lilian G. Katz (1993). Cat. #212, 82p., $10.
☐ ***Dispositions: Definitions and Implications for Early Childhood Practices***, by Lilian G. Katz (1993). Cat. #211, 47p., $5.
☐ ***Multiculturalism in Early Childhood Programs***, by Carmen Treppte, Victoria R. Fu, and Andrew J. Stremmel (1993). Cat. #210, 99p., $12.
☐ ***Trends and Issues in the Dissemination of Child Development and Early Education Knowledge***, by Lilian G. Katz (1993). Cat. #209, 28p., $5.
☐ ***Five Perspectives on the Quality of Early Childhood Programs***, by Lilian G. Katz (1993). Cat. #208, 94p., $12.

• ReadySearches

Computer search reprints with 60 to 100 abstracts of ERIC documents and journal articles, updated approximately every 6 months ($8.00 each).

☐ ***School Readiness***. (Cat. #108).
☐ ***Developmentally Appropriate Programs for Young Children***. (Cat. #109).
☐ ***Mixed-Age Groups in Early Childhood and Elementary Education***. (Cat. #112).
☐ ***Family Literacy***. (Cat. #114).
☐ ***Social Competence in Early Childhood***. (Cat. #116).
☐ ***Parent Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12***. (Cat. #120).
☐ ***Team Teaching in Pre-K through Grade 8***. (Cat. #121).
☐ ***Parent Education***. (Cat. #123).
☐ ***Kindergarten Scheduling/Research***. (Cat. #127).
☐ ***Integrated Curriculum in Grades K through 6***. (Cat. #128).
☐ ***Multicultural Education in Pre-K - Grade 8***. (Cat. #130).
☐ ***Integrated Curriculum at the Middle Level***. (Cat. #131).
☐ ***Cooperative Learning in Pre-K - Grade 8***. (Cat. #132).
☐ ***Violence in the Schools***. (Cat. #133).
☐ ***After-School and Enrichment Programs for Young Adolescents***. (Cat. #134).
☐ ***Class Size in Grades K through 12***. (Cat. #135).
☐ ***Television and Children***. (Cat. #136).
☐ ***The Reggio Emilia Approach***. (Cat. #137).

Ordering Information

(Prices subject to change without notice)

Credit card information, check, or money order must accompany orders for cost items. Credit card orders can also be phoned in to 800-583-4135. Allow 3 weeks for delivery. **Checks from outside the U.S. must be payable in U.S. dollars through a U.S. bank.**

Check enclosed ___ **(payable to the University of Illinois)**

Charge to ___ Visa ___Mastercard
___ American Express ___ Discover

Account no. _____ Exp. date _____

Signature _____

Name on card _____

Your name _____

Send to _____

Street _____

City _____ State___ Zip+4 _____-___

Phone _____ Fax _____

Email Address _____

Title/Occupation _____

Check items desired. No postage and handling necessary for no-cost items.

Cost items: • Total cost of items _____

• Postage and handling. Add $1.50 (overseas orders, add $3.00) to the cost of each item ordered. _____

Total amount enclosed: _____

Do not detach order from rest of the publications list.

Send to: ERIC/EECE, University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

For information on quantity or purchase orders, contact ERIC/EECE:

phone: 217-333-1386; 800-583-4135
fax: 217-333-3767 **email:** ericeece@uiuc.edu

From the Adjunct ERIC Clearinghouse on Child Care (National Child Care Information Center)

Child Care Providers Are Key to High-Quality Care

Each day, as families across the country ready themselves for work, millions of child care providers are ready to care for and educate their children. Child care providers play a pivotal role in the lives of the children entrusted to their care. The provider, in concert with a supportive community that provides adequate funding and clearly established standards, is the key to high-quality child care.

An educated and experienced child care provider:

- is responsive to the needs of each child;
- provides a family-centered child care environment;
- establishes a safe, nurturing, and stimulating setting for children to grow and learn;
- works in partnership with the family; and
- develops relationships with other community groups.

Such caregiving is essential to the successful development of the child, imperative for parents in the workforce, and a cornerstone of the community. While families are at work, high-quality child care settings give children the opportunity to thrive and develop to their full potential.

In recognition of the important work of the child care provider, national organizations and communities are examining ways in which to better support the needs of individuals in the early childhood workforce. For instance, the state of Rhode Island now offers health and dental insurance to qualified family child care providers; the state of Wisconsin builds quality incentives into the reimbursement rate system for publicly subsidized child care by providing a higher amount to centers and providers who achieve accreditation; and Georgia is among the states that are developing competency-based training and a career development system for the field of early childhood care and education.

Nationally, new initiatives are being established to promote director credentialing and leadership development, such as *Taking the Lead: Investing in Early Childhood Leadership for the 21st Century*, sponsored by the Center for Career Development in Early Care and Education, and the *African American Early Childhood Resource Center*, launched by the National Black Child Development Institute.

In *Making Work Pay in the Child Care Industry: Promising Practices for Improving Compensation*, a report by the National Center for the Early Childhood Work Force, the authors state, "The single most important determinant of child care quality, according to a growing body of research, is the presence of consistent, sensitive, well-trained and well-compensated caregivers." Some programs have linked professional development and compensation, such as the T.E.A.C.H. Early Childhood® Project, which is operating in six states, and the Military Child Development System.

These initiatives, trends, and developments that support child care providers are among those featured in issue #16 of the *Child Care Bulletin* from the National Child Care Information Center. In addition, the following national organizations provide a special focus on issues affecting the professional development and worklife of child care providers:

Center for Career Development in Early Care and Education, Wheelock College
200 The Riverway
Boston, MA 02215-4176
Phone: (617) 734-5200, ext. 211
E-mail: *whe_admin@flo.org*
http://ericps.crc.uiuc.edu/ccdece/ccdece.html

Council for Early Childhood Professional Recognition
2460 16th Street, NW
Washington, DC 20009-3575
Phone: (800) 424-4310 or (202) 265-9090

National Black Child Development Institute (NBCDI)
1023 15th Street, NW, Suite 600
Washington, DC 20005
Phone: (202) 387-1281
E-mail: *moreinfo@nbcdi.org*
http://www.nbcdi.org

National Center for the Early Childhood Work Force
733 15th Street, NW, Suite 1037
Washington, DC 20005
Phone: (202) 737-7700
E-mail: *ncecw@ncecw.org*

National Institute for Early Childhood Professional Development, an initiative of the **National Association for the Education of Young Children (NAEYC)**
1509 16th Street, NW
Washington, DC 20036
Phone: (800) 424-2460, ext. 386 or 388
http://www.naeyc.org/naeyc

For more information, contact the National Child Care Information Center, 301 Maple Avenue West, Suite 602, Vienna, VA 22180; Phone: (800) 616-2242; Fax: (800) 716-2242; TTY: (800) 516-2242.
E-mail: *agoldstein@acf.dhhs.gov*
http://ericps.crc.uiuc.edu/nccic/nccichome.html

ERIC/EECE
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

NON-PROFIT ORG.
U.S. POSTAGE PAID
CHAMPAIGN,
ILLINOIS 61820
PERMIT NO. 75

Address Correction Requested

ERIC/EECE Newsletter

ISSN 1093 5746

Volume 9 Number 2 Fall 1997

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 51 Gerty Drive, Champaign, IL 61820-7469. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Laurel Preece

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 51 Gerty Drive, Champaign, IL 61820-7469.

ERIC Clearinghouse on Elementary and Early Childhood Education
Children's Research Center, 51 Gerty Dr., Champaign, IL 61820-7469
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@uiuc.edu

ERIC/ECE Newsletter vol 10 no 1 Spring/Summer 1998

PS 027208

Television Violence

Amy Aidman

Social science research conducted over the past 40 years supports the conclusion that viewing violent television programming can have negative consequences for children, and the research suggests three areas in which watching violent television programs can impact young viewers: (1) media violence can encourage children to learn aggressive behavior and attitudes; (2) media violence can cultivate fearful or pessimistic attitudes in children about the non-television world; and (3) media violence can desensitize children to real-world and fantasy violence.

According to Eron (1992), "(t)here can no longer be any doubt that heavy exposure to televised violence is one of the causes of aggressive behavior, crime, and violence in society. The evidence comes from both the laboratory and real-life studies. Television violence affects youngsters of all ages, of both genders, at all socio-economic levels and all levels of intelligence. The effect is not limited to children who are already disposed to being aggressive and is not restricted to this country" (p. 1).

Not All Violence Is Equal

The National Television Violence Study (NTVS) is the largest study of media content ever undertaken. It is a 3-year study that assesses the amount, nature, and context of violence in entertainment programming, examines the effectiveness of ratings and advisories, and reviews televised anti-violence educational initiatives. The study, which began in 1994 and is funded by the National Cable Television Association, defines television violence as "any overt depiction of the use of physical force—or credible threat of physical force—intended to physically harm an animate being or group of beings. Violence also includes certain depictions of physically harmful consequences against an animate being or group that occur as a result of unseen violent means" (National Television Violence Study, Executive Summary, 1996, p. ix).

Not all violence is equal, however. While some violent content can convey an anti-violence message, it is typical to sanitize, glamorize, or even glorify violence on U.S. television. Certain plot elements in portrayals of violence are considered high risk for children and should be evaluated by parents when judging possible program effects for children. Characterizations in which the perpetrator is attractive are especially problematic because viewers may identify with such a character. Other high-risk factors include showing violence as being justified, going unpunished, and having minimal consequences to the victim. Realistic violence is also among the high-risk plot elements.

Inside . . .

- *ECRP* Call for Papers
- ERIC/EECE Publications List
- Transition to Middle School
- NCEDL Kindergarten Study
- Be an ERIC Author!
- *ReadyWeb* Reorganized

Viewer Differences

Just as not all violence is equal, there are distinctions to be made among viewers. Characteristics such as age, experience, cognitive development, and temperament should be considered as individual factors that can interact with the viewing of violent content. Very young children, for example, have a different understanding of fantasy and reality from that of older children and adults. They may be

more frightened by fantasy violence because they do not fully understand that it is not real. When parents consider their children's viewing, both age and individual differences should be taken into account.

Using Television Ratings as Guidelines

As a result of the Telecommunications Act of 1996, a ratings system has been developed by the television industry in collaboration with child advocacy organizations. It is currently in use by some of the networks. Eventually ratings will also be used in conjunction with the V-chip, a device that can be programmed to electronically block selected programming.

Ratings categories, listed below, are based on a combination of age-related and content factors:

TV-Y:	All Children
TV-Y7:	Directed to Older Children
TV-G:	General Audience
TV-PG:	Parental Guidance Suggested
TV-14:	Parents Strongly Cautioned
TV-MA:	Mature Audience Only

These ratings, combined with additional content codes, may help parents determine what they consider appropriate for their children to watch. However, it is important to consider that ratings may make programs appear more attractive to some children, possibly creating a "forbidden fruit" appeal. Furthermore, critics point out the potentially problematic nature of having the television industry rate its own programs, and these critics support the development of alternative rating systems by non-industry groups.

Beyond Ratings: What Can Parents Do?

Parents can be effective in reducing the negative effects of viewing television in general and violent television in particular.

- Watch television with your child.
- Turn off objectionable programs.
- Limit viewing.
- Use television program guides or a VCR.
- Encourage children to be critical of messages they encounter when watching television.

For More Information

Boyatzis, Chris J. (1997). Of Power Rangers and V-chips. *Young Children, 52*(8), 74-79.

Eron, L. D. (1992). The impact of televised violence. Testimony on behalf of the American Psychological Association before the Senate Committee on Governmental Affairs, *Congressional Record*, June 18, 1992.

Federman, J. (Ed.). (1997). *National Television Violence Study: Vol. 2. Executive summary*. Santa Barbara: University of California, Center for Communication & Social Policy.

Levine, Madeline. (1996). *Viewing violence: How media violence affects your child's and adolescent's development*. New York: Doubleday. ED 402 085.

National Television Violence Study, Executive summary, 1994-95. (1996). Studio City, CA: MediaScope, Inc.

Paik, Haejung, & Comstock, George. (1994). The effects of television violence on antisocial behavior: A meta-analysis. *Communication Research, 21*(4), 516-546. EJ 487 681.

Singer, Dorothy G., Singer, Jerome L., & Zuckerman, Diana M. (1990). *A parent's guide: Use TV to your child's advantage*. Reston, VA: Acropolis Books.

The TV Parental Guidelines [Homepage of the TV Parental Guidelines Monitoring Board], [Online]. Available: http://www.tvguidelines.org [1997, November 4].

(This article was adapted from the ERIC Digest *Television Violence: Content, Context, and Consequences*, by Amy Aidman. To order this free Digest, use the Publications List insert or contact ERIC/EECE at 800-583-4135.)

CALL FOR PAPERS

Early Childhood Research & Practice

Early Childhood Research & Practice is a peer-reviewed Internet journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Submissions are currently being accepted in the areas of the growth, learning, development, care, and education of children from birth to approximately age 8.

Early Childhood Research & Practice will be of interest to researchers, teacher educators, program planners, policy- and decision-makers, administrators, practitioners, and parents. The focus will be on applied research, or on research with practical implications; each issue will typically contain at least one article by an early childhood practitioner. The focus of the journal is on the nature and improvement of practice.

Author guidelines are available online at:

http://ecrp.uiuc.edu/authinst.html

Papers may be submitted electronically or by surface mail to:

ECRP Editor
ERIC/EECE, Children's Research Center
University of Illinois at Urbana-Champaign
51 Gerty Drive, Champaign, IL 61820-7469
Phone: 217-333-1386 or 800-583-4135
E-mail: *ecrp@uiuc.edu*

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
51 Gerty Drive
Champaign, IL 61820-7469

ERIC/EECE PUBLICATIONS

June 1998

• ERIC Digests

Concise reports on timely issues. No cost or shipping charges.

1998 Digests

- ☐ *The Transition to Middle School*
- ☐ *Motivation and Middle School Students*
- ☐ *Grouping Students for Instruction in Middle Schools*
- ☐ *Father Involvement in Schools*
- ☐ *Failure Syndrome Students*
- ☐ *Loneliness and Young Children*

1997 Digests

- ☐ *Television Violence: Content, Context, and Consequences*
- ☐ *Looping: Adding Time, Strengthening Relationships*
- ☐ *Helping Young Children Deal with Anger*
- ☐ *Child-Initiated Learning Activities for Young Children Living in Poverty*
- ☐ *Developmentally Appropriate Practice: What Does Research Tell Us?*
- ☐ *If an Adolescent Begins to Fail in School, What Can Parents and Teachers Do?*
- ☐ *When Retention Is Recommended, What Should Parents Do?*
- ☐ *Student-Led Conferences at the Middle Level*
- ☐ *A Developmental Approach to Assessment of Young Children*
- ☐ *Bullying in Schools*
- ☐ *The Debate over Spanking*

1996 Digests

- ☐ *Key Characteristics of Middle Level Schools*
- ☐ *Working with Shy or Withdrawn Students*
- ☐ *Preventing and Resolving Parent-Teacher Differences*
- ☐ *Action Research in Early Childhood Education*
- ☐ *Father/Male Involvement in Early Childhood Programs*
  - ☐ Chinese Version
- ☐ *Working with Perfectionist Students*
  - ☐ Chinese Version
- ☐ *Grandparents as Parents: A Primer for Schools*
- ☐ *Enhancing Students' Socialization: Key Elements*
- ☐ *Helping Early Childhood Teacher Education Students Learn about the Internet*
- ☐ *Hispanic-American Students and Learning Style*
- ☐ *Teaching Young Children about Native Americans*
- ☐ *The Contribution of Documentation to the Quality of Early Childhood Education*

1995 Digests

- ☐ *Financing Preschool for All Children*
- ☐ *School Readiness and Children's Developmental Status*
- ☐ *Encouraging Creativity in Early Childhood Classrooms*
- ☐ *Advertising in the Schools*
- ☐ *Parent, Family, and Community Involvement in the Middle Grades*
- ☐ *Supporting Girls in Early Adolescence*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *Fostering Resilience in Children*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Benefits of Mixed-Age Grouping*
- ☐ *The Changing Face of Parenting Education*
- ☐ *Performance Assessment in Early Childhood Education: The Work Sampling System*
- ☐ *The Internet and Early Childhood Educators: Some Frequently Asked Questions*
- ☐ *Hispanic Parent Involvement in Early Childhood Programs*
  - ☐ Spanish Version
- ☐ *Full-Day Kindergarten Programs*
- ☐ *Family Involvement in Early Multicultural Learning*

1994 Digests

- ☐ *Integrate, Don't Isolate!—Computers in the Early Childhood Classroom*
- ☐ *Assessing the Development of Preschoolers*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Risks of Rewards*
- ☐ *Peer Conflicts in the Classroom*
- ☐ *Integrating Children with Disabilities into Preschool*
- ☐ *Nutrition Programs for Children*
- ☐ *Children's Nutrition and Learning*
- ☐ *Violence and Young Children's Development*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Project Approach*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *Resource Rooms for Children: An Innovative Curricular Tool*
- ☐ *Asian-American Children: What Teachers Should Know*
  - ☐ Chinese Version
- ☐ *Video Games and Children*
- ☐ *Lasting Benefits of Preschool Programs*
- ☐ *Using Federal Funds To Improve Child Care*

1993 Digests

- ☐ *Dispositions as Educational Goals*
- ☐ *Self-Esteem and Narcissism: Implications for Practice*
- ☐ *Collaboration: The Prerequisite for School Readiness and Success*
- ☐ *Developmentally Appropriate Programs*
- ☐ *Young Children's Social Development: A Checklist*
  - ☐ Spanish Version
- ☐ *Health Care, Nutrition, and Goal One*
- ☐ *Homeless Children: Meeting the Educational Challenges*
- ☐ *Reggio Emilia: Some Lessons for U.S. Educators*
- ☐ *Multiple Perspectives on the Quality of Early Childhood Programs*
- ☐ *Problem Solving in Early Childhood Classrooms*

pre-1993 Digests

- ☐ *The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children*
- ☐ *Aggression and Cooperation: Helping Young Children Develop Constructive Strategies*

☐ ***Nongraded and Mixed-Age Grouping in Early Childhood Programs***

☐ ***Implementing an Anti-Bias Curriculum in Early Childhood Classrooms***

☐ ***The Role of Parents in the Development of Peer Group Competence***

☐ Chinese Version ☐ Spanish Version

☐ ***Understanding and Facilitating Preschool Children's Peer Acceptance***

☐ ***Having Friends, Making Friends, and Keeping Friends***

☐ ***Beyond Transition: Ensuring Continuity in Early Childhood Services***

☐ ***Integrated Curriculum in the Middle School***

☐ ***Positive Discipline***

☐ Chinese Version ☐ Spanish Version

Digests in Chinese or Spanish

☐ All Chinese Digests

☐ All Spanish Digests

• ERIC/EECE Newsletter

☐ ***ERIC/EECE Newsletter***. Twice yearly, free; check here to receive the current issue.

• Resource Lists (No cost or shipping charges.)

☐ ***Native Americans: Recommended Books and Resources***. May, 1998.

☐ ***Bullying in Schools: Resources***. June, 1997.

☐ ***Developmentally Appropriate Practices in Primary Education***. August, 1997.

☐ ***The Project Approach***. September, 1997.

☐ ***Scheduling at the Middle Level***. October, 1996.

• Major Publications

☐ ***NEW! Child Development Knowledge and Teachers of Young Children***, by Lilian G. Katz (1997). Cat. #217, $10.

☐ ***A to Z: The Early Childhood Educator's Guide to the Internet***, by the ERIC/EECE staff, with an introduction by Bonnie Blagojevic (Rev. 1998). Cat. #214, Loose-leaf pages only, $10. ☐$15 with binder.

☐ ***The Project Approach Catalog***, by the Project Approach Study Group (1996). Judy Helm, ed. Cat. #218, $5.

☐ ***Building Social Competence in Children***, by Garry R. Walz, Lilian G. Katz, and others (1995). Cat. #216, $10.

☐ ***Helping Others with Their Teaching***, by Lilian G. Katz (revised 1993). Cat. #213, 30p., $5.

Perspectives Series. Titles in this series include an extensive bibliography of citations from the ERIC database.

☐ ***Reflections on the Reggio Emilia Approach***, a collection of seven papers (1994). Cat. #215, $15.

☐ ***Distinctions between Self-Esteem and Narcissism: Implications for Practice***, by Lilian G. Katz (1993). Cat. #212, 82p., $10.

☐ ***Dispositions: Definitions and Implications for Early Childhood Practices***, by Lilian G. Katz (1993). Cat. #211, 47p., $5.

☐ ***Multiculturalism in Early Childhood Programs***, by Carmen Treppte, Victoria R. Fu, and Andrew J. Stremmel (1993). Cat. #210, 99p., $12.

☐ ***Trends and Issues in the Dissemination of Child Development and Early Education Knowledge***, by Lilian G. Katz (1993). Cat. #209, 28p., $5.

☐ ***Five Perspectives on the Quality of Early Childhood Programs***, by Lilian G. Katz (1993). Cat. #208, 94p., $12.

• ReadySearches

Computer search reprints with 60 to 100 abstracts of ERIC documents and journal articles, updated approximately every 6 months ($8 each).

☐ ***School Readiness***. (Cat. #108).

☐ ***Developmentally Appropriate Programs for Young Children***. (Cat. #109).

☐ ***Mixed-Age Groups in Early Childhood and Elementary Education***. (Cat. #112).

☐ ***Family Literacy***. (Cat. #114).

☐ ***Social Competence in Early Childhood***. (Cat. #116).

☐ ***Parent Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12***. (Cat. #120).

☐ ***Parent Education***. (Cat. #123).

☐ ***Kindergarten Scheduling/Research***. (Cat. #127).

☐ ***Integrated Curriculum in Grades K through 6***. (Cat. #128).

☐ ***Multicultural Education in Pre-K - Grade 8***. (Cat. #130).

☐ ***Cooperative Learning in Pre-K - Grade 8***. (Cat. #132).

☐ ***Violence in the Schools***. (Cat. #133).

☐ ***After-School and Enrichment Programs for Young Adolescents***. (Cat. #134).

☐ ***Class Size in Grades K through 12***. (Cat. #135).

☐ ***Television and Children***. (Cat. #136).

☐ ***The Reggio Emilia Approach***. (Cat. #137).

Ordering Information

(Prices subject to change without notice)

Credit card information, check, or money order must accompany orders for cost items. Credit card orders can also be phoned in to 800-583-4135. Allow 3 weeks for delivery. **Checks from outside the U.S. must be payable in U.S. dollars through a U.S. bank.**

Check enclosed ___ **(payable to the University of Illinois)**

Charge to ___ Visa ___Mastercard

___ American Express ___ Discover

Account no. _____ Exp. date _____

Signature _____

Name on card _____

Your name _____

Send to _____

Street _____

City _____ State___ Zip + 4 _____-____

Phone _____ Fax _____

Email Address _____

Title/Occupation _____

Check items desired. No postage and handling necessary for no-cost items.

Cost items: • Total cost of items _____

• Postage and handling. Add $1.50 (overseas orders, add $3.00) to the cost of each item ordered. _____

Total amount enclosed: _____

Do not detach order from rest of the publications list.

Send to: ERIC/EECE, University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

For information on quantity or purchase orders, contact ERIC/EECE:

phone: 217-333-1386; 800-583-4135

fax: 217-333-3767 **email:** ericeece@uiuc.edu

The Transition to Middle School

Donna Schumacher

Students make many transitions during their years of schooling: from home to school, elementary to middle school, middle to high school, and high school to college or work. These transitions are usually major events in the lives of students and parents. The stresses created by these transitions can be minimized when the new environment is responsive to each particular age group.

Transition Programs

Effective and comprehensive transition programs help (1) build a sense of community; (2) respond to the needs and concerns of the students; and (3) provide appropriate, faceted approaches to facilitate the transition process. The following guidelines are suggested for planning transition programs (Weldy, 1991):

- Provide several activities that will involve students, parents, teachers, and staff from both schools in the transition process.
- Establish a transition protocol that can be easily replicated and updated annually with little effort.
- Establish a timeline for the transition process.
- Schedule meetings between collaborative groups from sending and receiving schools and discussions for adults and students about the issues.
- Assess the human and financial resources available to support the transition process. Identify adult and student leaders from all schools and constituencies to help with the transition.
- Ask students, teachers, guidance counselors, parents, and others to evaluate the transition program.

Transition Activities

The following examples may be helpful in selecting or creating a transition plan to best suit your community:

- The need for curriculum articulation for all teachers at all levels should be clearly understood. Teachers from sending and receiving schools can meet to discuss curriculum and instructional practices.
- Teachers from receiving schools can visit the sending schools to initiate personal contacts.
- Letters can be sent home welcoming students and families, and inviting them to school activities.
- Parent Teacher Association members can call each new family welcoming them to the school.
- Guidance counselors and special education teachers from each school can meet to share information.
- Students of the receiving school can become "ambassadors" of goodwill. Student-to-student contact, preceded by a discussion of what information might be useful to new students, can help establish personal links. Sending-school students can be paired with receiving-school students for visitation days.
- Letters between students in the sending and receiving schools can be exchanged.
- Programs new to the entering students can be highlighted during student visitations.
- An unstructured open house can be held prior to the opening day of school; a structured evening open house can be held during the second week of school.
- A school handbook can be distributed to each family. Be sure to include phone numbers; school history; yearly schedules; teachers identified by grade level, team, and subject taught; bell schedules; lunch procedures; and other practical information.

For More Information

Anderman, Eric M., & Midgley, Carol. (1996, March). *Changes in achievement goal orientations after the transition to middle school.* Paper presented at the biennial meeting of the Society for Research on Adolescence, Boston, MA. ED 396 226.

Arowosafe, Donna Schumacher, & Irvin, Judith L. (1992). Transition to a middle level school: What kids say. *Middle School Journal, 24*(2), 15-20.

Weldy, Gilbert R. (1991). *Stronger school transitions improve student achievement: A final report on a three-year demonstration project "Strengthening School Transitions for Students K-13."* Reston, VA: National Association of Secondary School Principals. ED 338 985.

(This article was adapted from the ERIC Digest *The Transition to Middle School*, by Donna Schumacher. To order this free Digest, use the Publications List insert or contact ERIC/EECE at 800-583-4135.)

NCEDL Kindergarten Study

Nearly half the nation's teachers are concerned about many of the children entering kindergarten, according to a new national survey by the National Center for Early Development and Learning (NCEDL), a multi-university center based at the University of North Carolina at Chapel Hill.

Teachers are most frequently concerned about children's skills in following directions and academics.

"The entrance into kindergarten marks children's first interaction with formal schooling, and research shows that success during this first year may predict later school success," said Robert C. Pianta of the University of Virginia, co-director of the survey study. "This transition period may be a critical area in helping meet the national goal to ensure that all children enter school ready to learn."

Nearly 3,600 teachers answered the survey, which identified teachers' areas of concern in children's transition into kindergarten and into first grade, looked at what transition practices are and are not being used, and asked teachers what barriers they see to smoother transitions. Teachers report that 52% of children have a successful entry into kindergarten, while they report that 48% have moderate or serious problems. Here are the percentages of teachers who say that about half of their class or more enter kindergarten with needs in the following areas:

following directions	46%
academic skills	36%
home environment	35%
working independently	34%
formal preschool experience	31%
working in a group	30%
immaturity	20%
communicating	14%

Teachers report concerns less frequently in suburban and rural than in urban schools, in districts with lower poverty, and in schools with fewer minority students. Less-experienced teachers report higher rates of general and specific transition problems, Pianta said.

The teachers' reports of concerns may reflect a mismatch between the competency of children and teachers' expectations, Pianta said. For example, in high minority composition schools, Caucasian teachers perceive higher rates of difficulty by children in following directions, problems with social skills, and immaturity, compared to teachers in other ethnic groups. "The teacher's own ethnic status may sensitize them to lack of congruence between children's home culture and school's mainstream culture," he said.

Transition into Kindergarten

Of 23 possible transition practices used by teachers for children entering kindergarten, the most-common practices are "a talk with parents after school starts," followed by "a letter to parents after the beginning of school" and "an open house after school starts." The least-common practice was home visiting, both before and after the beginning of school.

The findings also indicate, said Pianta, that teachers in schools with the greatest needs (higher poverty, more minority students, and urban) rely more heavily on group-oriented practices that occur after the beginning of school, than teachers in other settings. "These lower-intensity practices probably run counter to what the children and families in such schools need in order to connect with the school."

Teachers report that a major barrier to their helping more with children's transitions into kindergarten is that class lists are generated too late. Lists are received, on the average, 15 days before the first day of school. If class lists were received earlier, teachers could more easily arrange meetings with parents and children before kindergarten begins—a recommended practice.

Another administrative barrier, say teachers, is that some recommended transition practices, such as those involving the parents before school begins, mean working in the summer for no salary. Other barriers include "no transition plan available" and that some transition practices "require too much time."

Pianta said, "School administrators should consider earlier identification of new students and a formal transition practices plan. Given the importance of this period, teachers need extra assistance and support to facilitate transition. Also, more teachers should receive training in transitions."

For more information, contact: Martha Cox: 919-966-3509 or Robert Pianta: 804-243-5483.

NCEDL is administratively housed at the Frank Porter Graham Center at UNC-CH. This project is supported under the Education Research and Development Centers Program as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Opinions expressed in these reports do not necessarily represent the positions or policies of the National Institute on Early Childhood Development and Education, the Office of Educational Research and Improvement, or the U.S. Department of Education.

Be an ERIC Author!

Did you present a paper at this spring's Association for Supervision and Curriculum Development Conference? The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) identifies, selects, and prepares entries for the ERIC database describing conference papers, research reports, curriculum materials, program descriptions and evaluations, annotated bibliographies, and videos and multimedia kits, and disseminates these database records to a world-wide audience of ERIC users on the Internet, via CD-ROM, and through a wide variety of print channels.

Why send your work to ERIC?

- ERIC is the largest database of citations of education materials and journal articles in the world.
- ERIC is consulted extensively by administrators, teachers, researchers, students, policymakers, journalists, parents, and the general public.
- ERIC is easy to access and widely used on CD-ROM and the Internet, online, and through its print indexes, *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*.

To submit materials, send two copies of your work to:

ERIC/EECE Acquisitions
University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

ReadyWeb Reorganized

ReadyWeb, created in 1995 as a special project of ERIC/EECE, is intended to provide access to information and resources related to school readiness. ReadyWeb has been reorganized as of July 1, 1998. Happily, ReadyWeb's URL has been shortened to:

http://readyweb.crc.uiuc.edu/

When you visit the **ReadyWeb home page**, you will now see four menu items: (1) About ReadyWeb, (2) Virtual Library, (3) ERIC Bibliographies, and (4) Search.

The **About ReadyWeb** section includes a more-complete description of the project's aims and clearer contact information than were provided on the old site. Skipping the second item for a moment, we come to the bibliographies section. ReadyWeb still contains **Bibliographies** on school readiness (and "learning readiness") prepared from searches of the ERIC database. The **Search ReadyWeb** feature allows users to search for words in the text of any page on ReadyWeb. This fairly basic search will be replaced by a more-sophisticated search engine in late summer or early autumn 1998.

Now, to return to that second menu item: The **Virtual Library** is the heart of ReadyWeb. The Virtual Library is divided into three sections: (1) Tips for Parents; (2) Research, Statistics, and Definitions; and (3) Getting Schools Ready for Children.

The resources in the ReadyWeb Virtual Library vary in length. The ERIC/EECE staff seeks out readiness-related documents in the public domain to include in the ReadyWeb Virtual Library and also contacts copyright holders of other documents and articles for permission to include their publications. ERIC/EECE hopes to add several new items to the Virtual Library each month. Some are articles from journals, some are brochure-like publications, some are longer publications. Most of these resources are actually located on ReadyWeb, although some are hyperlinks to resources elsewhere on the Web. But all of these resources are full text—that is, once you've located a title you want in the ReadyWeb Virtual Library, you can read the text right there. Any copyright or distribution restrictions will be indicated at the bottom of the document.

The ReadyWeb Webmaster is ready and willing to receive any comments, questions, or suggestions at:
readyweb@ericps.crc.uiuc.edu

ERIC/EECE
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

NON-PROFIT ORG.
U.S. POSTAGE PAID
CHAMPAIGN,
ILLINOIS 61820
PERMIT NO. 75

Address Correction Requested

ERIC/EECE Newsletter

ISSN 1093 5746

Volume 10 Number 1

Spring/Summer 1998

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 51 Gerty Drive, Champaign, IL 61820-7469. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Laurel Preece

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 51 Gerty Drive, Champaign, IL 61820-7469.

ERIC Clearinghouse on Elementary and Early Childhood Education
Children's Research Center, 51 Gerty Dr., Champaign, IL 61820-7469
phone 800/583-4135 • 217/333-1386 • *fax* 217/333-3767
e-mail ericeece@uiuc.edu

ERIC/EECE Newsletter
vol 10 no 2
Fall 1998

Selecting Topics for Projects

Lilian G. Katz and Sylvia C. Chard

Unlike units and themes in the early childhood and primary curriculum, projects are defined as children's in-depth investigations of various topics—ideally, topics worthy of the children's time and energy. As increasing numbers of teachers and school districts incorporate project work into their curriculum, questions have been raised about what to consider when selecting project topics.

Children's Interests as a Guide to Topic Selection

Using children's interests as a starting point in topic selection may lead to choosing appropriate topics, but this approach also presents several potential pitfalls. First, what does it mean to say that an individual or group of children is "interested" in a topic? Interests can be of relatively low educational value; Wilson (1971) gives the example of a young boy in his class whose main "interest" for some time was how to pull off the legs of a fly!

Second, just because children express interest in a given topic does not mean that their interest deserves to be strengthened by the serious attention of the teacher. For example, the publicity given to movies may provoke children's interest in a certain topic. Several teachers we know responded to young children's spontaneous discussions of the Titanic tragedy that had been stimulated by the movie. Although the children's interest in the topic was clear, first-hand investigations of the topic were obviously not possible. Teachers can deal with this interest in ways that do not include expending the time and energy necessary to develop a project around it.

Third, one of the responsibilities of adults is to help children to develop new intellectual interests. Children's awareness of their teacher's real and deep interest in a topic worthy of their investigation, for example, can stimulate their own interest in the topic as well.

Fourth, we suggest that a topic should reflect our commitment to taking children and their intellectual powers seriously, and to treating children as serious investigators. It is easy to underestimate the satisfaction and meaning children gain from the hard work of close observation of nearby phenomena.

Choosing Exotic or Fanciful Topics

Sometimes adults promote exotic topics for projects in the hope of motivating children, especially those who often seem reluctant to join in the work. For example, projects undertaken in northern Illinois schools revolving around the rain forest may entice some youngsters into enthusiastic participation, and studies of medieval castles undertaken in tropical Australian schools can arouse some children's animated participation.

Our experience indicates that young children can be equally intrigued, however, by close observation of their own environments, whether they are prairies, seashores, deserts, an urban market, or a nearby bike shop. Children do not have to be fascinated, spellbound, enchanted, or bewitched by a topic. A main aim of project work in the early years is to strengthen children's dispositions to be interested, absorbed, and involved in in-depth observation, investigation, and

Inside . . .

- *ECRP* Call for Papers
- ERIC/EECE Publications List
- Intergenerational Child Care

PS 027208

representation of some worthwhile phenomena in their own environments.

If a project topic is exotic, it is by definition too remote for the children to be able to contribute the kinds of predictions, hypotheses, and questions that are at the core of investigation, and thus their dependence on the teacher will be increased. Ideally, project work is the part of the curriculum in which children are encouraged to take initiative, to influence the direction of their own work, and to accept responsibility for what is accomplished.

Criteria for Choosing Projects

Based on the issues raised above, we offer a tentative set of criteria for topic selection as follows. A topic is appropriate if:

- it is directly observable in the children's own environments (real world);
- it is within most children's experiences;
- first-hand direct investigation is feasible and not potentially dangerous;
- local resources (field sites and experts) are favorable and readily accessible;
- it has good potential for representation in a variety of media (e.g., role play, construction, writing, multi-dimensional, graphic organizers);
- parental participation and contributions are likely, and parents can become involved;
- it is sensitive to the local culture as well as culturally appropriate in general;
- it is potentially interesting to many of the children, or represents an interest that adults consider worthy of developing in children;
- it is related to curriculum goals and standards of the school or district;
- it provides ample opportunity to apply basic skills (depending on the age of the children); and
- it is *optimally* specific—not too narrow and not too broad (e.g., a study of the teacher's own dog or "buttons" at one end, and the topic of "music" or "the seasons" at the other).

Conclusion

Teachers have the ultimate responsibility for selecting the topics for projects undertaken by their pupils. But the number of possible topics for projects is so large that it is a good idea to have some bases for deciding which are appropriate to the children's intellectual development. The best project topics are those that enable children to strengthen their natural dispositions to be interested, absorbed, and involved in in-depth observation and investigation, and to represent that learning in a wide variety of ways in their classrooms.

For More Information

Helm, Judy Harris (Ed.). (1996). *The project approach catalog*. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. ED 402 068.

Helm, Judy Harris (Ed.). (1998). *The project approach catalog 2*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Katz, Lilian G., & Chard, Sylvia C. (1998). *Engaging children's minds: The project approach* (2nd ed.). Greenwich, CT: Ablex. ED 407 074.

Wilson, P. S. (1971). *Interest and the discipline of education*. London: Routledge & Kegan Paul.

(This article was adapted from a chapter in *The Project Approach Catalog 2*, edited by Judy Harris Helm. To order this publication, contact ERIC/EECE at 800-583-4135.)

CALL FOR PAPERS

Early Childhood Research & Practice

Early Childhood Research & Practice is a peer-reviewed Internet journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Submissions are currently being accepted in the areas of the growth, learning, development, care, and education of children from birth to approximately age 8.

Early Childhood Research & Practice will be of interest to researchers, teacher educators, program planners, policy- and decision-makers, administrators, practitioners, and parents. The focus will be on applied research, or on research with practical implications; each issue will typically contain at least one article by an early childhood practitioner. The focus of the journal is on the nature and improvement of practice.

Author guidelines are available online at:

http://ecrp.uiuc.edu/authinst.html

Papers may be submitted electronically or by surface mail to:

ECRP Editor
ERIC/EECE, Children's Research Center
University of Illinois at Urbana-Champaign
51 Gerty Drive, Champaign, IL 61820-7469
Phone: 217-333-1386 or 800-583-4135
E-mail: *ecrp@uiuc.edu*

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
51 Gerty Drive
Champaign, IL 61820-7469

ERIC/EECE PUBLICATIONS

October 1998

• ERIC Digests

Concise reports on timely issues. No cost or shipping charges.

1998 Digests

- ☐ *Twins in School: What Teachers Should Know*
- ☐ *Early Childhood Violence Prevention*
- ☐ *Issues in Selecting Topics for Projects*
- ☐ *He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma*
- ☐ *The Transition to Middle School*
- ☐ *Motivation and Middle School Students*
- ☐ *Grouping Students for Instruction in Middle Schools*
- ☐ *Father Involvement in Schools*
- ☐ *Failure Syndrome Students*
- ☐ *Loneliness and Young Children*

1997 Digests

- ☐ *Television Violence: Content, Context, and Consequences*
- ☐ *Looping: Adding Time, Strengthening Relationships*
- ☐ *Helping Young Children Deal with Anger*
- ☐ *Child-Initiated Learning Activities for Young Children Living in Poverty*
- ☐ *Developmentally Appropriate Practice: What Does Research Tell Us?*
- ☐ *If an Adolescent Begins to Fail in School, What Can Parents and Teachers Do?*
- ☐ *When Retention Is Recommended, What Should Parents Do?*
- ☐ *Student-Led Conferences at the Middle Level*
- ☐ *A Developmental Approach to Assessment of Young Children*
- ☐ *Bullying in Schools*
- ☐ *The Debate over Spanking*

1996 Digests

- ☐ *Key Characteristics of Middle Level Schools*
- ☐ *Working with Shy or Withdrawn Students*
- ☐ *Preventing and Resolving Parent-Teacher Differences*
- ☐ *Action Research in Early Childhood Education*
- ☐ *Father/Male Involvement in Early Childhood Programs*
  - ☐ Chinese Version
- ☐ *Working with Perfectionist Students*
  - ☐ Chinese Version
- ☐ *Grandparents as Parents: A Primer for Schools*
- ☐ *Enhancing Students' Socialization: Key Elements*
- ☐ *Helping Early Childhood Teacher Education Students Learn about the Internet*
- ☐ *Hispanic-American Students and Learning Style*
- ☐ *Teaching Young Children about Native Americans*
- ☐ *The Contribution of Documentation to the Quality of Early Childhood Education*

1995 Digests

- ☐ *Financing Preschool for All Children*
- ☐ *School Readiness and Children's Developmental Status*
- ☐ *Encouraging Creativity in Early Childhood Classrooms*
- ☐ *Advertising in the Schools*
- ☐ *Parent, Family, and Community Involvement in the Middle Grades*
- ☐ *Supporting Girls in Early Adolescence*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *Fostering Resilience in Children*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Benefits of Mixed-Age Grouping*
- ☐ *The Changing Face of Parenting Education*
- ☐ *Performance Assessment in Early Childhood Education: The Work Sampling System*
- ☐ *The Internet and Early Childhood Educators: Some Frequently Asked Questions*
- ☐ *Hispanic Parent Involvement in Early Childhood Programs*
  - ☐ Spanish Version
- ☐ *Full-Day Kindergarten Programs*
- ☐ *Family Involvement in Early Multicultural Learning*

1994 Digests

- ☐ *Integrate, Don't Isolate!—Computers in the Early Childhood Classroom*
- ☐ *Assessing the Development of Preschoolers*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Risks of Rewards*
- ☐ *Peer Conflicts in the Classroom*
- ☐ *Integrating Children with Disabilities into Preschool*
- ☐ *Nutrition Programs for Children*
- ☐ *Children's Nutrition and Learning*
- ☐ *Violence and Young Children's Development*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *The Project Approach*
  - ☐ Chinese Version ☐ Spanish Version
- ☐ *Resource Rooms for Children: An Innovative Curricular Tool*
- ☐ *Asian-American Children: What Teachers Should Know*
  - ☐ Chinese Version
- ☐ *Video Games and Children*
- ☐ *Lasting Benefits of Preschool Programs*
- ☐ *Using Federal Funds to Improve Child Care*

1993 Digests

- ☐ *Dispositions as Educational Goals*
- ☐ *Self-Esteem and Narcissism: Implications for Practice*
- ☐ *Collaboration: The Prerequisite for School Readiness and Success*
- ☐ *Young Children's Social Development: A Checklist*
  - ☐ Spanish Version
- ☐ *Health Care, Nutrition, and Goal One*
- ☐ *Homeless Children: Meeting the Educational Challenges*
- ☐ *Reggio Emilia: Some Lessons for U.S. Educators*
- ☐ *Multiple Perspectives on the Quality of Early Childhood Programs*
- ☐ *Problem Solving in Early Childhood Classrooms*

pre-1993 Digests

- ☐ ***The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children***
- ☐ ***Aggression and Cooperation: Helping Young Children Develop Constructive Strategies***
- ☐ ***Nongraded and Mixed-Age Grouping in Early Childhood Programs***
- ☐ ***Implementing an Anti-Bias Curriculum in Early Childhood Classrooms***
- ☐ ***The Role of Parents in the Development of Peer Group Competence***
  - ☐ Chinese Version ☐ Spanish Version
- ☐ ***Understanding and Facilitating Preschool Children's Peer Acceptance***
- ☐ ***Having Friends, Making Friends, and Keeping Friends***
- ☐ ***Beyond Transition: Ensuring Continuity in Early Childhood Services***
- ☐ ***Integrated Curriculum in the Middle School***
- ☐ ***Positive Discipline***
  - ☐ Chinese Version ☐ Spanish Version

Digests in Chinese or Spanish

- ☐ All Chinese Digests
- ☐ All Spanish Digests

• ERIC/EECE Newsletter

- ☐ ***ERIC/EECE Newsletter***; Twice yearly, free; check here to receive the current issue.

• Resource Lists (No cost or shipping charges.)

- ☐ ***Native Americans: Recommended Books and Resources.*** May, 1998.
- ☐ ***Bullying in Schools: Resources.*** May, 1998.
- ☐ ***Developmentally Appropriate Practices in Primary Education.*** May, 1998.
- ☐ ***The Project Approach.*** May, 1998.
- ☐ ***Scheduling at the Middle Level.*** May, 1998.

• Major Publications

- ☐ *NEW!* ***The Project Approach Catalog 2***, by the Project Approach Study Group (1998). Judy Helm, ed. Cat. #219, $10.
- ☐ ***The Project Approach Catalog***, by the Project Approach Study Group (1996). Judy Helm, ed. Cat. #218, $5.
- ☐ ***Child Development Knowledge and Teachers of Young Children***, by Lilian G. Katz (1997). Cat. #217, $10.
- ☐ ***A to Z: The Early Childhood Educator's Guide to the Internet***, by the ERIC/EECE staff, with an introduction by Bonnie Blagojevic (Rev. 1998). Cat. #214, Loose-leaf pages only, $10. ☐$15 with binder.
- ☐ ***Helping Others with Their Teaching***, by Lilian G. Katz (revised 1993). Cat. #213, 30p., $5.

Perspectives Series. Titles in this series include an extensive bibliography of citations from the ERIC database.

- ☐ ***Reflections on the Reggio Emilia Approach***, a collection of seven papers (1994). Cat. #215, $15.
- ☐ ***Distinctions between Self-Esteem and Narcissism: Implications for Practice***, by Lilian G. Katz (1993). Cat. #212, 82p., $10.
- ☐ ***Dispositions: Definitions and Implications for Early Childhood Practices***, by Lilian G. Katz (1993). Cat. #211, 47p., $5.
- ☐ ***Multiculturalism in Early Childhood Programs***, by Carmen Treppte, Victoria R. Fu, and Andrew J. Stremmel (1993). Cat. #210, 99p., $12.
- ☐ ***Five Perspectives on the Quality of Early Childhood Programs***, by Lilian G. Katz (1993). Cat. #208, 94p., $12.

• ReadySearches

Computer search reprints with 60 to 100 abstracts of ERIC documents and journal articles, updated approximately every 6 months ($8 each).

- ☐ ***School Readiness.*** (Cat. #108).
- ☐ ***Developmentally Appropriate Programs for Young Children.*** (Cat. #109).
- ☐ ***Mixed-Age Groups in Early Childhood and Elementary Education.*** (Cat. #112).
- ☐ ***Parent Teacher Conferences, Report Cards, and Portfolios: Kindergarten through Grade 12.*** (Cat. #120).
- ☐ ***Parent Education.*** (Cat. #123).
- ☐ ***Kindergarten Scheduling/Research.*** (Cat. #127).
- ☐ ***The Reggio Emilia Approach.*** (Cat. #137).

Ordering Information

(Prices subject to change without notice)

Credit card information, check, or money order must accompany orders for cost items. Credit card orders can also be phoned in to 800-583-4135. Allow 3 weeks for delivery. **Checks from outside the U.S. must be payable in U.S. dollars through a U.S. bank.**

Check enclosed ___ **(payable to the University of Illinois)**

Charge to ___ Visa ___Mastercard
___ American Express ___ Discover

Account no._____ Exp. date _____

Signature _____

Name on card _____

Your name _____

Send to _____

Street _____

City _____State___ Zip+4 _____-___

Phone _____ Fax _____

Email Address _____

Title/Occupation _____

Check items desired. No postage and handling necessary for no-cost items.

Cost items: • Total cost of items _____

• Postage and handling. Add $1.50 (overseas orders, add $3.00) to the cost of each item ordered. _____

Total amount enclosed: _____

Do not detach order from rest of the publications list.

Send to: ERIC/EECE, University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

For information on quantity or purchase orders, contact ERIC/EECE:

phone: 217-333-1386; 800-583-4135
fax: 217-333-3767 **email:** ericeece@uiuc.edu

From the Adjunct ERIC Clearinghouse on Child Care (National Child Care Information Center)

Intergenerational Child Care

In April 1998, the Child Care Bureau, Administration for Children and Families, Department of Health and Human Services, convened a national *Leadership Forum on Intergenerational Child Care*. The *Forum* provided a venue for approximately 100 participants from across the country to come together to examine the opportunities and benefits of intergenerational child care to children and their families, older adults, programs, and communities. As a follow-up to the *Leadership Forum*, the Child Care Bureau has recently released *Intergenerational Child Care*, a new brochure developed as a synthesis of the ideas presented at the meeting.

There are multiple ways in which states, tribes, and communities can facilitate joining of the ages through shared sites and activities of mutual benefit involving seniors as staff or volunteers in the child care workforce. The information provided below, which has been excerpted from *Intergenerational Child Care*, provides a starting point for anyone interested in learning more about this creative strategy for involving older adults in early childhood programs.

Intergenerational Child Care: A Community Response that Benefits All Ages

Older adults are the fastest growing natural resource in this country. In 1998, 1 in 8 Americans was over age 65. It is projected that there will be 70 million older adults by the year 2030. With parents entering the workforce in greater numbers, American families increasingly depend on child care services to provide safe and stable environments for the healthy development of their children. According to the Annie E. Casey Foundation, there are nearly 29 million children under the age of 13 who are likely to need child care while their parents work.

There are many wonderful things that can happen when you put the young and the old together. Many people have the vision of the elderly being there to rock or comfort the young, a truly invaluable role. But the many other tremendous life experiences and knowledge that seniors possess can benefit children greatly—by promoting infant stimulation, mentoring young mothers, being a reading buddy, and encouraging and supporting the development of young children in other critical ways. Older men can work with young fathers. Older adults can help involve parents and other members of the community. Seniors can also help families to navigate the child care system to find the best quality of care for their children.

Older adults get back much from their interaction with children. Active involvement with children can help sustain physical, mental, and emotional well-being, and it can promote life satisfaction and improved self-esteem. Regardless of functioning level, older adults can benefit from meaningful and appropriate activities with young children. Isolation and loss of purpose may result when seniors do not have opportunities to contribute. The presence of older people in children's settings also teaches about aging.

Seniors as Members of the Child Care Workforce: Paid Staff and Volunteers

Research has shown that the single most important determinant of quality child care is the caregiver. The presence of consistent, sensitive, well-trained, and well-compensated teachers and providers is the hallmark of high-quality child care. The ongoing education and training of all child care staff are essential determinants of the quality of services children receive. Older adults can find meaningful employment as staff members in child care centers. Working with young children can be demanding and challenging, but the rewards of making a contribution to the growth, development, and well-being of a child are great. Additionally, the younger professional can benefit from an understanding of the life development and adaptations of the seniors. Everyone in the program, from children to adults, can benefit from the added diversity of having older adults participate.

For all child care workers, experiential knowledge coupled with specialized training and education is essential. Successful inclusion of older adults as paid staff or volunteers in child care programs starts with the development of an integrated training network—one that combines adult learning theory and experience in working with older adults with the best early childhood knowledge. Additionally, intergenerational teams are successful when staff members are suitably matched to their jobs, well-compensated, supervised, and provided with appropriate feedback.

For additional information about child care topics, or to order a copy of *Intergenerational Child Care*, please contact the National Child Care Information Center at (800) 616-2242 or *info@nccic.org*, or visit our Web site at *http://nccic.org*.

ERIC/EECE
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469

Address Correction Requested

ERIC/EECE Newsletter

ISSN 1093 5746

Volume 10 Number 2 Fall 1998

Published twice yearly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 51 Gerty Drive, Champaign, IL 61820-7469. This publication was funded by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. DERR93002007. Opinions expressed in this newsletter do not necessarily reflect the positions or policies of the Department of Education.
Editor: Laurel Preece

Articles from the ***ERIC/EECE Newsletter*** may be reprinted without prior written permission. Please credit the ***ERIC/EECE Newsletter*** and send a copy of the reprint to ERIC/EECE, 51 Gerty Drive, Champaign, IL 61820-7469.